



Wisconsin Essential Elements for Social Studies

Appendix A:

Standard Indicators by Grade Level and Ideas for Instruction

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I. Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state's academic standards for the *Wisconsin Essential Elements for Social Studies*. Thank you to the State Superintendent's Academic Standards Review Council for their work and guidance through the standards process. A special thanks to the Writing Team for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, thank you to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

Wisconsin Essential Elements for Social Studies Writing Team

Co-Chairs: **Sherri Michalowski**, Middle School Social Studies Teacher, Elmbrook School District
 MaDonna Enkers, Special Education Teacher Mentor, Marathon County Special Education

DPI Liaisons: **Kris McDaniel**, Social Studies Consultant, DPI
 Iris Jacobson, Special Education Consultant, DPI
 David McHugh, Education Consultant for Strategic Planning and Professional Learning

Tammie Alekna, Middle School Special Education Teacher, Adams-Friendship
Carrie Carlson, High School Social Studies Teacher, Altoona
Dr. Denise Clark, Professor of Special Education, UW-Oshkosh
Rose Cutting, former coordinator for CESA 3 WI Statewide Parent-Educator Initiative (WSPEI)
Jennie Ekstein, K-12 Social Studies Coordinator, Milwaukee
Cheryl Funmaker, PhD, Educational Disabilities Director, Ho-Chunk Nation
Sarah Harke, Elementary Special Education Teacher, Oconto Falls
Sara Vold, Assistive Technology and Intellectual Disabilities Program Support Teacher, Janesville
Holly Smith, Director of Curriculum and Instruction, Lakeland School - Walworth County
Paul Smith, Program Support Teacher, Oshkosh
Nikki Sprague, K-12 Communication Interaction Disorder and Intellectual Disabilities Teacher, Ashland

A special thanks to Russell Swinburne Romine, Ph.D., Associate Director, Accessible Teaching, Learning, and Assessment Systems (ATLAS), and Dynamic Learning Maps (DLM):

“Students with the most significant cognitive disabilities are entitled to high quality instruction in academics. The development of alternate academic achievement standards designed for students with the most significant cognitive disabilities, that are linked to the academic expectations for typically developing students, is a crucial tool to support high expectations for these learners. The work by educators in Wisconsin to develop alternate standards in social studies focused on carefully identifying the key concepts in the general standards and adapting them to provide descriptions of rigorous expectations for students with the most significant cognitive disabilities. These standards represent a significant leap forward in ensuring that these students have access to instruction that will support their independence and meaningful participation in civic and community life.”

II. Introduction to the *Wisconsin Essential Elements for Social Studies*

Wisconsin Essential Elements for Social Studies

The [Wisconsin Essential Elements for Social Studies](#) were formally adopted by Wisconsin State Superintendent Dr. Jill Underly on November 9, 2021. These standards outline expectations for our students with the most significant cognitive disabilities. Upon discussion with educators, a need to align the social studies indicators to the Essential Elements and each descriptor level (Target, Precursor, and Initial) became apparent. This appendix outlines content strand indicators at each descriptor level and teacher-provided suggested ideas for instruction. These indicators were developed from the [Wisconsin Standards for Social Studies](#) K-12 indicators, and are divided by grade band.

All students, including students with the most significant cognitive disabilities, deserve and have a right to a quality educational experience, including engagement in social studies. This right includes, to the maximum extent possible, the opportunity to be involved in and meet the same challenging expectations that have been established for all students.

The *Wisconsin Essential Elements for Social Studies* are aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities. These alternate achievement standards are clearly linked to the *Wisconsin Standards for Social Studies*, promote access to the general education curriculum, reflect professional judgment of the highest expectation possible, and provide current knowledge expected for each level of proficiency.

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

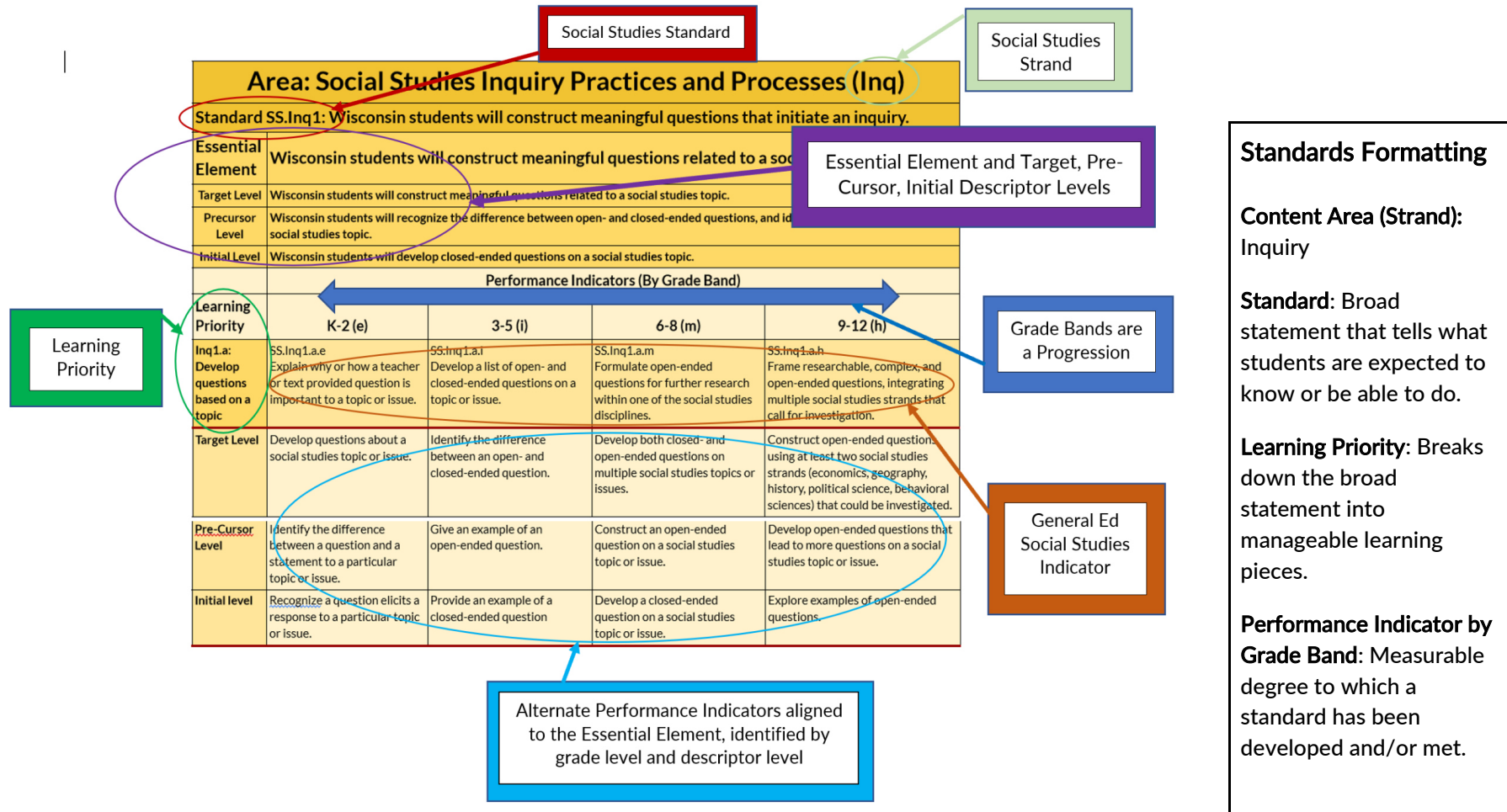
The *Wisconsin Standards for Social Studies* (2018) were the basis for writing the *Wisconsin Essential Elements for Social Studies*.

The *Wisconsin Standards for Social Studies* (2018) were written by a committee of educators, professors, and businesspeople 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 general education social studies standards articulate end-of-grade level expectations.

The strands in social studies are meant to be used together. 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 Social Studies Inquiry Practices and Processes provide a key aspect of social studies teaching and learning. They emphasize how students should engage in accessing all courses and strands of social studies.

III. Using the Indicators

The indicators included in this document use as their base the *Wisconsin Standards for Social Studies* indicators at every grade band and social studies strand (Inquiry, Behavioral Sciences, Economics, Geography, History, and Political Science, color-coded to the *Wisconsin Standards for Social Studies*). They narrow each broad standard into learning priorities, which are then written as indicators, showing what students should know and be able to do at each grade band (K-2, 3-5, 6-8, 9-12). In addition, each indicator has been divided into expectations for Initial, Precursor, and Target descriptor levels for our students with the most significant cognitive disabilities. This creates a twelve-box matrix of expectations for each learning priority over four grade bands and three descriptor levels.



Content areas and their color coding for social studies in this code structure include:

Inq—Inquiry	BH—Behavioral Sciences	Econ—Economics
Geog—Geography	Hist—History	PS—Political Science

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.

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.

When designing curriculum and unit plans with these standards and indicators, we strongly encourage a collaboration between general education and special education teachers.

Some ideas for instruction might have more examples than others. The purpose is to stimulate your own thinking of how you would work on each indicator; you are not required to use these in your teaching.

Note that all ideas presented are meant to be incorporated with appropriate support and scaffolding for individual students. Therefore, any mention of “with support” should be assumed.

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.

Market: A place (actual or virtual) where the forces of supply and demand operate, and buyers and sellers meet to exchange goods and services for money or barter.

Mental Map: A person’s perception of a place, including physical attributes and attributes; in K-12 Geography, it aligns to constructing (on paper or digitally) a map from memory.

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

IV. Indicators and Ideas for Instruction



Content Area: Social Studies Inquiry Practices and Processes (Inq)

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

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.				
Essential Element	Wisconsin students will construct meaningful questions related to a social studies topic.			
Target Level	Wisconsin students will construct meaningful questions related to a social studies topic.			
Precursor Level	Wisconsin students will recognize the difference between open- and closed-ended questions and identify follow-up questions on a social studies topic.			
Initial Level	Wisconsin students will develop closed-ended questions on a social studies topic.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Inq1.a: Develop questions based on a topic	SS.Inq1.a.e Explain why or how a teacher or text provided question is important to a topic or issue.	SS.Inq1.a.i Develop a 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.
Target Level	Develop questions about a social studies topic or issue.	Identify the difference between an open- and closed-ended question.	Develop both closed- and open-ended questions on multiple social studies topics or issues.	Construct open-ended questions using at least two social studies strands (economics, geography, history, political science, behavioral sciences) that could be investigated.

Precursor Level	Identify the difference between a question and a statement to a particular topic or issue.	Give an example of an open-ended question.	Construct an open-ended question on a social studies topic or issue.	Develop open-ended questions that lead to more questions on a social studies topic or issue.
Initial level	Recognize a question elicits a response to a particular topic or issue.	Provide an example of a closed-ended question	Develop a closed-ended question on a social studies topic or issue.	Explore examples of open-ended questions.
Ideas for Instruction	<ul style="list-style-type: none"> Model different questions about a stimulus (e.g., photo, artifact) and ask students what they'd like to know about it. Identify ways in which a question provided by the teacher can be answered. 	<ul style="list-style-type: none"> Provide a stimulus (e.g., photo, artifact) and ask students what questions they have about it. Sort open ended and close ended questions. 	<ul style="list-style-type: none"> Use question prompts such as who, what, where, or why to encourage students to write a question (e.g., Question Cube). 	<ul style="list-style-type: none"> Create a graphic organizer to organize thoughts, two columns to organize strands.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Inq1.b: Plan inquiry	SS.Inq1.b.e When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").	SS.Inq1.b.i Develop a list of questions that support the research through discussion and investigation to guide inquiry.	SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.	SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

Target Level	Ask a follow up question that maintains the connection to the original line of inquiry (i.e., "What more do we need to know about this social studies issue or topic?").	Develop a list of questions about a social studies topic or issue (i.e., "What questions do you have about this topic?")	Develop additional questions and identify one or more resources that could help answer student questions about a social studies topic or issue.	Construct additional questions, and identify multiple sources that support the research topic or issue.
Precursor Level	Determine whether a question is connected to the original line of inquiry.	Identify from a set of two or more questions, which one is connected to the original line of inquiry.	Ask a follow up question and choose one resource that could help answer that question.	Develop a list of resources that could be used to gain more information and answer the question.
Initial level	Provide multiple answers to an open-ended question (i.e., "Who helps you?").	Determine whether a question is related to a given topic.	Identify one resource that could help answer student questions about a social studies topic or issue.	Construct a list of possible resources to gain information about a given social studies topic or issue.

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Provide choices for question starters (e.g., what, who, when) to elicit thoughts. ● Construct a question about the topic or issue using appropriate sentence starters. ● State verbally or in writing areas within a topic of interest they would like to learn more about. ● Categorize objects or words into given topic areas. Identify words that would elicit a question (e.g., who, what, where?). 	<ul style="list-style-type: none"> ● Use core vocabulary communication boards with relevant fringe words to develop questions and model. ● Participate in shared discussion and investigation to develop a list of questions about a social studies topic or issue. ● Develop a list of question words combined with nouns/adjectives related to the topic to gain additional information (e.g., "what time") . ● Construct a list of question words that could be utilized to gain more information. 	<ul style="list-style-type: none"> ● Select facts and ideas from a list of choices to determine which are known and unknown about a given topic. ● Determine which questions (from a list) would be the most beneficial in gaining additional information. ● Construct a list of question words that could be utilized to gain more information. 	<ul style="list-style-type: none"> ● Explore sources of information to determine if their given question can be answered using each source. ● Provide different types of resources that could be used to gain information about a topic, and students select which are the most appropriate to answer their questions. ● Model how to think about and create a question about research as well as where to find the information.
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Standard SS.Inq2: Wisconsin students will gather and evaluate sources.				
Essential Element	Wisconsin students will gather and select reliable sources related to a social studies topic or issue.			
Target	Wisconsin students will gather and select reliable sources related to a social studies topic or issue.			
Precursor	Wisconsin students will identify what constitutes a reliable source in regards to a social studies topic or issue.			
Initial	Wisconsin students will identify sources related to a social studies topic or issue.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	SS.Inq2.a.e Brainstorm what resources would be valuable to guide the inquiry.	SS.Inq2.a.i Gather a variety of resources into 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 research to guide the inquiry.	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.
Target Level	Brainstorm multiple sources that can be accessed for information on a social studies topic or issue.	Sort multiple resources into given categories on a social studies topic or issue.	Explore reliable information to a social studies topic or issue from multiple sources and types of media.	Explore reliable information to a social studies topic or issue through more than one disciplinary lens ((e.g., economics, history, political science), and more than one perspective (e.g., race, gender,

				ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources and types of media.
Precursor Level	Identify one or more sources of information for a social studies topic or issue.	Identify one or more categories for a social studies topic or issue.	List one reliable source to gain information about a social studies topic or issue.	Explore reliable information to a social studies topic or issue through more than one disciplinary lens ((e.g., economics, history, political science) with a variety of sources and types of media.
Initial level	State one source of information for a social studies topic or issue.	Classify provided resources into given categories on a social studies topic or issue.	Determine if a source is fact or opinion.	Explore reliable information to a social studies topic or issue from more than one perspective (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources and types of media.

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Gather and think about which sources will help to answer their question and which will not be helpful. ● Generate a list of sources that can be used. ● Choose and interact with a variety of resources to find information on a topic. ● Consider "errorless choice" or of four choices, only one is wrong. etc. ● Explore one source of information. ● Determine what makes a good source. ● Engage with a variety of resources to find information on a topic. 	<ul style="list-style-type: none"> ● Explore and sort various types of resources and how to interact with each type. ● Determine if a given source is appropriate to answer a given question. ● Generate a list of reliable sources. ● Identify resources used to get information or learn new material. ● Identify an appropriate source of information to answer a given question. ● Demonstrate understanding in using each type of resource (e.g., finding table of contents, navigating a common website). 	<ul style="list-style-type: none"> ● Identify a difference in the way two sources of information answer a given question. ● Use a source of information to answer a given question. ● Determine with guidance a source is a primary or secondary 	<ul style="list-style-type: none"> ● Write a sentence summarizing what they learned from exploring a source of information. ● Find an answer to a given question using three or more sources of information. ● Generate an argument that compares evidence from multiple sources
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	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Inq2.b: Evaluate sources	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.
Target Level	Ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	Identify which resources best support the inquiry and supporting questions.	Identify the credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	Identify the relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
Precursor Level	Ask questions about books, photos, artifacts, websites, or other sources that will give insight into the inquiry.	Identify which resource best supports the inquiry from a provided set of resources.	Identify what makes a resource credible or applicable.	Identify how the author, context, audience, or purpose of a source affects the reliability of that source.
Initial level	Ask questions about familiar books and photographs that will give insight into the inquiry.	Explore about identifying resources to determine which best supports the inquiry and supporting questions.	Explore the credibility or applicability of resources.	Explore the relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Use question prompts such as who, what, where, or why to encourage students to write a question (e.g., Question Cube) 	<ul style="list-style-type: none"> ● Use teacher selected resources to sort and identify resources that best support the inquiry. <p><i>*Note: This indicator aligns very well to PS4.a.</i></p>	<ul style="list-style-type: none"> ● Use teacher selected resources to sort and identify credible resources dependent upon what is being discussed. 	<p><i>*Note: This indicator aligns to history standards and indicators they will meet before 9-12.</i></p>
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Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.				
Essential Element	Wisconsin students will develop claims to answer an inquiry question.			
Target	Wisconsin students will develop claims to answer an inquiry question.			
Precursor	Wisconsin students will use multiple pieces of evidence to support their claim (opinion).			
Initial	Wisconsin students will use one piece of evidence to support their claim (opinion).			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Inq3.a: Develop claims to answer inquiry question	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.
Inq3.b: Cite evidence from multiple sources to support claim	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).
Inq3.c: Elaborate how evidence supports claim	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.

Target Level	Identify whether teacher-provided sources support a claim.	Identify why the teacher- or student-provided evidence supports the claim.	Identify the most convincing evidence to support a claim.	Identify evidence that does not support the claim, and modify the claim appropriately.
Precursor Level	Identify whether a statement is true or false based on a provided source.	Select appropriate evidence from provided sources to support a claim.	Support claim with evidence from more than one reliable resource.	Support claim with evidence from more than one reliable resource and medium (electronic, digital, print, and other mass media).
Initial level	Choose a statement of opinion (claim) that answers a given question.	Choose a statement which uses evidence found in reliable sources as support.	Develop a statement of opinion (claim) using reliable sources as support.	Create a statement of opinion (claim) and use evidence to defend the opinion.
Ideas for Instruction	<ul style="list-style-type: none"> Explore reading materials and resources related to a topic of interest. 	<ul style="list-style-type: none"> Choose materials from a pre-selected pool of materials that are related to an area of interest. 	<ul style="list-style-type: none"> Explore different sources of evidence that could potentially support a statement. 	<ul style="list-style-type: none"> Provide pre-established false claims related to the topic and support the student's discovery of the modified claim. Sort claims from a selection of accurate and inaccurate claims. Correct one of the inaccurate claims to be accurate.

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.				
Essential Element	Wisconsin students will communicate and critique conclusions of a claim.			
Target	Wisconsin students will communicate and critique conclusions of a claim.			
Precursor	Wisconsin students will explore strengths and weaknesses of a claim.			
Initial	Wisconsin students will communicate conclusions of a claim.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Inq4.a: Communicate conclusions	SS.Inq4.a.e Communicate conclusions.	SS.Inq4.a.i Communicate conclusions from a variety of teacher-provided presentation options.	SS.Inq4.a.m Communicate conclusions using a variety of media (e.g., video or online, documentaries, exhibits, research papers, or web pages).	SS.Inq4.a.h Communicate conclusions 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).
Inq4.b: Critique conclusions	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.

Target Level	Communicate conclusions and respond effectively to basic questions about their research (i.e., "What was your favorite thing you learned in this project?", "Is there anything else you'd like to learn about this topic now?").	Present conclusions from a variety of teacher-provided presentation options (e.g., role play, poster, write a paper, make a website). Explore the strength of a claim, evidence, and communication using criteria established by both teacher and student.	Communicate conclusions using a variety of media (e.g., video or online, documentaries, exhibits, research papers, or web pages). Explore the accuracy of others' claims, taking different people's perspectives (e.g., point of view) into consideration.	Communicate conclusions 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). Explore a claim's strengths and weaknesses, including one or more pieces of supporting evidence.
Precursor Level	Communicate conclusions by responding to teacher questions (i.e., "What did you find out?", "Share the main idea of your conclusion").	Participate in presenting conclusions supported by claims and evidence with a small group using established criteria.	Participate in presenting conclusions with a small group using a variety of media (e.g., video or online, documentaries, exhibits, research papers, or web pages). Explore the relevance and accuracy of others' claims.	Participate in presenting conclusions with a small group taking into consideration that person's diverse background (e.g., gender, class, proximity to the event or issue). Explore a claim's strengths and weaknesses.
Initial level	Respond to closed-ended questions related to the conclusion of a claim.	Communicate conclusions to one person other than the teacher.	Communicate conclusions to one person other than the teacher using a media mode other than discussion (i.e., video or online, skits, exhibits, posters, web pages).	Communicate conclusions to one person other than the teacher, taking into consideration that person's diverse background (e.g., gender, class, proximity to the event or issue).

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Students describe the stimulus using true statements. ● Develop appropriate responses to a question using a clozed sentence format. ● State conclusions or main ideas from a prepared body of work. ● Formulate sentences that are true. ● Formulate a sentence that is an opinion. ● Identify appropriate responses to a question or claim. ● Shared reading and discussion of the main idea or conclusion. 	<ul style="list-style-type: none"> ● Develop multiple statements related to a provided story or illustration. ● Determine if two statements are related or unrelated. ● Write two sentences on a given topic. ● Identify responses to a compelling question that use relevant details. ● Develop a list of details aligned to the question presented. ● Engage in shared reading activities and choose between two statements which summarizes the main idea of the shared reading. 	<ul style="list-style-type: none"> ● Model how to use media sources to find answers. ● Identify a media source that could assist in answering a question. ● Identify information within a source to assist in answering a question. ● Determine an appropriate conclusion to a set of statements. ● Use information within a media source to answer a question. 	<ul style="list-style-type: none"> ● Differentiate between strengths and weaknesses of a claim. <p><i>*Note: This aligns closely to Hist3.b and Hist4.d.</i></p>
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Standard SS.Inq5: Wisconsin students will be civically engaged.				
Essential Element	Wisconsin students will be civically engaged.			
Target	Wisconsin students will be civically engaged.			
Precursor	Wisconsin students will identify potential solutions to issues of importance.			
Initial	Wisconsin students will identify issues of importance.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Inq5.a: Civic engagement	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.
Target Level	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	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.
Precursor Level	Identify an issue facing the student.	Describe an issue related to the community.	State an issue that a person or group of people might face.	Brainstorm solutions to an issue a community might face.
Initial level	Name a community of which a student is a part.	Name a community (e.g., local, school, tribal, national, global).	List different groups of people in a community.	Determine challenges people face in a community.

Ideas for Instruction	<ul style="list-style-type: none"> ● Use role play and modeling to present potential problems, and solutions. ● Engage in teacher-led exploration of texts and activities related to civic engagement (e.g., community, school, state, tribal, national, and/or global implications). 	<ul style="list-style-type: none"> ● Use adapted newspapers to discuss community challenges. ● Explore texts and activities related to civic engagement specific to their community. ● Recognize examples of civic engagement within their own community and lives. 	<ul style="list-style-type: none"> ● Utilize guest speakers from the community to strengthen awareness. ● Create an illustration of communities that exist within a school (e.g., classes, grades, clubs). ● Brainstorm challenges with students and possible solutions that they have control over. 	<ul style="list-style-type: none"> ● Take individual or group action to address an identified civic problem. ● Generate democratic strategies to address the problem ● Identify a problem of public concern to an identified community.
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Behavioral Science (BH)

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).				
Essential Element	Wisconsin students will examine individual learning, perception, behavior, and identity (Psychology).			
Target	Wisconsin students will examine individual learning, perception, behavior, and identity (Psychology).			
Precursor	Wisconsin students will examine biological and environmental factors that influence a person's perception and identity.			
Initial	Wisconsin students will examine a person's learning, behavior, or identity.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
BH1.a: Individual cognition, perception, and behavior	SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.	SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	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 and environmental 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.
Target Level	Identify that we are individuals influenced by our relationships or environments.	Identify how a person's understanding, perceptions, or behaviors are affected by relationships or environments.	Identify how culture, prior knowledge, family, peers, school, communities, or personal interests can influence a person's learning, perception, or behavior.	Identify biological and environmental factors that influence a person's learning, perception, or behavior. Explore the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
Precursor Level	Identify how a relationship or environment influences themselves or a person.	Identify how a person's behavior and perception is affected by relationships or environments.	Explore how culture, prior knowledge, communities, or personal interests can influence a person's learning, perception, or behavior.	Explore biological or environmental factors that influence a person's learning or perception.
Initial level	Identify how someone is alike or different from someone else.	Explore how a person's behavior is affected by relationships or environments.	Explore how things such as family, peers, or school can influence a person's behavior.	Explore biological or environmental factors that influence a person's behavior.
Ideas for Instruction	<ul style="list-style-type: none"> Hold strength and self advocacy-based conversations. 	<ul style="list-style-type: none"> Match perceptions and behaviors to events (cause and effect). Combine behavior + environment statements = I act differently at home than I do at school. 	<ul style="list-style-type: none"> Consider the question "how do communities influence a person's perception?" (e.g., I live in Milton and our arch enemy for HS football is Whitewater). How does prior knowledge influence a person's perception? How do peers influence perceptions? 	<ul style="list-style-type: none"> Process the question "How does where I live affect how I live?" . Identify examples of biological vs environmental influences.

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
BH1.b: Personal identity and empathy	SS.BH1.b.2 Identify situations and places that impact a person's emotions.	SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.	SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.
Target Level	Identify situations or places that impact a person's emotions.	Identify how culture, ethnicity, race, age, religion, gender, or social class can help form self-image or identity.	Describe how culture, ethnicity, race, age, religion, gender, or social class affect a person's self-image or identity and interactions with others.	Explore the effects of discrimination on identity.
Precursor Level	Identify emotions in other people.	Identify how their culture, ethnicity, race, age, religion, gender, or social class can help form their self-image or identity.	Identify how their self-image or identity affects their interactions with others.	Identify instances of discrimination.
Initial level	Identify emotions in themselves.	Describe how they see themselves.	Describe how they interact with others.	Define discrimination.
Ideas for Instruction	<ul style="list-style-type: none"> Use a 5 point scale of emotional regulation. 	<ul style="list-style-type: none"> Explain similarities and differences between different cultures, races, and ethnicities. Create a how am I collage. 	<ul style="list-style-type: none"> Create a chart or slide show about how I am same or different to a friend or family member. 	<ul style="list-style-type: none"> Describe when treated unfairly (e.g., you are short and can't go on a ride in a theme park).

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).				
Essential Element	Wisconsin students will investigate interactions between individuals and groups (Sociology).			
Target	Wisconsin students will investigate interactions between individuals and groups (Sociology).			
Precursor	Wisconsin students will identify examples of cultural expression.			
Initial	Wisconsin students will compare and contrast different groups of people.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
BH2.a: Relationship of people and groups	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).

Target Level	Identify how groups of people are alike and different.	Identify how a problem (e.g., distribution of food, shelter, and social interactions) is solved within different cultures.	Identify the role culture plays in personal and group behavior. Identify factors that contribute to cooperation and conflict between/among groups of people (i.e., culture, language, religion, political beliefs).	Investigate how language and culture can unify a group of people. Identify factors that contribute to cooperation and conflict among peoples of a country or the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
Precursor Level	Identify a group of which they are not a part.	Identify solutions to a given problem (e.g., distribution of food, shelter, and social interactions) in a culture.	Identify factors that contribute to conflict among people.	Investigate how culture can unify a group of people.
Initial level	Identify a group of which they are part.	Explore solutions to a given problem (e.g., distribution of food, shelter, and social interactions) in a culture.	Identify factors that contribute to cooperation among people.	Investigate how language can unify a group of people.

Ideas for Instruction	<ul style="list-style-type: none"> Identify one role within the student's family, school, or community. Identify one cultural practice within their community or around the world. Identify two different points of view to address a community problem. 	<ul style="list-style-type: none"> Find visual examples (e.g., People need water to drink. One culture might go to the sink, another might need to take a bucket to the river and boil the water, another might buy bottled water from the stand on the street corner). 	<ul style="list-style-type: none"> Use games (e.g., How are rules established in the card games "War" and "Go Fish"? Board games can establish how lack of understanding (or different understanding) of rules can lead to conflict). 	<ul style="list-style-type: none"> Use examples from high school clubs or groups that students belong to (e.g., I am in choir, that means I belong to a team. What unifies us? What do I wear? What do we do?).
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
BH2.b: Cultural patterns	SS.BH2.b.1 Understand 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.
Target Level	Identify ways people change and adapt to new situations in places and within a family.	Explore how people from different cultures develop different values and ways of interpreting experiences.	Investigate how individuals learn the elements of their culture through interactions with others. Investigate how individuals learn of other cultures through communication, travel, or study.	Identify how different cultures interact with their environment.

Precursor Level	Explore ways people change to adapt to new situations within places in their community.	Identify some values of different cultures.	Explore how individuals learn of other cultures through communication, travel, or study.	Explore how different cultures interact with their environment.
Initial level	Explore ways people change to adapt to new situations within their family.	Explore different cultures and their values.	Explore how individuals learn the elements of their culture through interactions with others.	Explore how their culture interacts with their environment.
Ideas for Instruction	<ul style="list-style-type: none"> Use examples of new situations such as joining a new school or moving to a new house. 	<ul style="list-style-type: none"> Consider topics such as different ethnic foods and celebrations. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).				
Essential Element	Wisconsin students will examine how human behavior and cultures can influence people, events, and other cultures (Anthropology).			
Target	Wisconsin students will examine how human behavior and cultures can influence people, events, and other cultures (Anthropology).			
Precursor	Wisconsin students will examine how human behavior and cultures can influence people, events, or other cultures.			
Initial	Wisconsin students will explore how human behavior and cultures can influence people.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
BH3.a: Social interactions	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 birthdays?).	SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	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.	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.

Target Level	Compare a belief in their culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).	Investigate how similarities and differences between and among cultures may lead to understandings or misunderstandings.	Identify how a person's local actions can have global consequences.	Examine how groups and institutions can influence people, events, and cultures.
Precursor Level	Identify a belief of a different culture.	Explore how differences between and among cultures may lead to misunderstanding of other cultures.	Identify how local events can affect other communities.	Examine how groups and institutions can influence people, events, or cultures.
Initial level	Share a belief of their culture.	Explore how similarities among cultures may lead to understanding of other cultures.	Identify how their actions affect other people.	Explore how groups and institutions can influence people.
Ideas for Instruction	<ul style="list-style-type: none"> • Use examples such as holidays, birthdays, and mealtimes. • Consider that in rural areas events, meals, and after school events revolve around milking time. 	<ul style="list-style-type: none"> • Compare similarities and differences with examples of holidays, birthdays, and mealtimes. • Create a collage or slideshow comparing aspects of different cultures. 	<ul style="list-style-type: none"> • Use of refillable water bottles and cloth grocery bags can affect things on a global level. 	<ul style="list-style-type: none"> • Identify school groups and clubs and how they influence or help the school community (Ex: managing the sports team and keeping the team organized affects school spirit).

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.				
Essential Element	Wisconsin students will examine the progression of specific forms of technology and their influence within various societies or cultures.			
Target	Wisconsin students will examine the progression of specific forms of technology and their influence within various societies or cultures.			
Precursor	Wisconsin students will examine the influence of a given form of technology within various societies or cultures.			
Initial	Wisconsin students will explore given technologies and identify their intended purposes in relation to how it assists them.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
BH4.a: Progression of technology	SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.	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).	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.	SS.BH4.a.h Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.
Target Level	Identify specific types of technology and how they are used on a daily basis for social or cultural purposes.	Classify technologies based on intended use, access, or design, and identify how they might change people's lives (for better or worse).	Identify intended and unintended consequences of various forms of technology and how they may affect societies or cultures.	Identify the purpose for which a technology is created and identify the consequences (intended and unintended) to different societies or cultures.

Precursor Level	Identify different types of technology.	Classify technologies based on their access or design.	Identify an intended and unintended consequence of a given form of technology.	Identify the purpose for which a technology is created and explore the consequences (intended and unintended) to different societies or cultures.
Initial level	Identify what is technology.	Classify technologies based on their intended use.	Explore intended consequences of a given form of technology.	Identify the purpose for which a technology is created.
Ideas for Instruction	<ul style="list-style-type: none"> Identify different ways people travel to school. <p><i>*Note - technology does not necessarily mean an advanced electronic gadget. It could be the difference between how I cook my food versus how you cook your food.</i></p>	<ul style="list-style-type: none"> Use the following examples for access (I have access to this at school, and that at home) and design (this is easier to use than that). 	<ul style="list-style-type: none"> Use of parental controls on social media is for the protection of the child (intended consequence), but the child might be upset with the restriction (unintended consequence). 	<ul style="list-style-type: none"> Consider that without technology and assistive technologies, this group of students may not have access to a society, community, or group.



Content Area: Economics (Econ)

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.				
Essential Element	Wisconsin students use economic reasoning to understand issues.			
Target	Wisconsin students use economic reasoning to understand issues.			
Precursor	Wisconsin students will identify how costs, benefits, and incentives affect decision-making.			
Initial	Wisconsin students will differentiate between a want and a need and provide an example of an opportunity cost.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ1.a: Choices and Decision - Making	SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.	SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).	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. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.	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.

Target Level	<p>Identify the difference between a “want” and a “need”.</p> <p>Describe resources that are important or useful to you, your family, community, and country.</p>	<p>Identify the similarities and differences between the costs and benefits of a provided real-life situation.</p> <p>Categorize provided different limited resources (e.g., money, materials, time, labor/workers, land, natural resources).</p>	<p>Explain the opportunity cost (OC) (e.g., what is given up when making a decision) of a given situation, and how your OC might be different from someone else's.</p> <p>Identify how limited resources (e.g., money, land, time, a needed item) impact people's choices.</p>	<p>Perform a cost-benefit comparison on a real-life situation, including opportunity cost (i.e., going to a movie with your friends means you give up a shift at work).</p>
Precursor Level	<p>Name a good or service that is a "want" and one that is a "need."</p> <p>Describe a resource that is important to you and your family.</p>	<p>List the costs (note: this does not have to mean money, but what is given up) of a real-life situation.</p> <p>Categorize provided resources into "limited" (e.g., scarce) or "plentiful".</p>	<p>List the opportunity cost (e.g., what is given up when making a decision) of a real-life situation.</p> <p>Identify how limited resources (e.g., money, land, time, a needed item) impact your and your family's choices.</p>	<p>Construct a cost-benefit comparison on a real-life situation.</p>
Initial level	<p>State a want or a need.</p> <p>State a resource that is important to you.</p>	<p>List the benefits of a real-life situation (i.e., of a want or need).</p> <p>Name one resource that is easily available and one that is hard to find.</p>	<p>Identify costs (note: this does not have to mean money, but what is given up) of provided similar life situations.</p> <p>Explore how limited resources (e.g., money, land, time, a needed item) impact your choices.</p>	<p>Identify as opportunity cost what is given up when provided two choices related to a real-life situation.</p>

Ideas for Instruction	<ul style="list-style-type: none"> ● Use pictures to identify an item as a want or need. ● List items that are important and useful. ● Communicate a person's wants or needs (Ex: Is a winter coat in Wisconsin a want or a need? Is a PS5 a want or a need?) ● Identify community resources (e.g., police, gas station, trees, roads). 	<ul style="list-style-type: none"> ● List the limited resources needed for a specific product's production or activity at home (e.g., recipe, doing laundry, or a craft) ● Categorize provided resources into scarce or plentiful (e.g., plentiful amounts of turkey, small amount of pie). 	<ul style="list-style-type: none"> ● Share real life examples (Ex: If we want to make a meal of tacos and we don't have any taco shells, we can't make tacos today, but we could make sandwiches). ● Compare costs of similar life situations (e.g., lunch at one fast food restaurant is \$3, a similar lunch at another restaurant is \$5. Which should we get?). 	<ul style="list-style-type: none"> ● Use examples of opportunity cost (e.g., When a person brings their lunch from home, they give up having a hot lunch).
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ1.b: Incentives	SS.Econ1.b.2 Predict a person's change in behavior in response to different potential rewards.	SS.Econ1.b.4 Infer potential incentives in a real-world situation.	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.
Target Level	Identify a person's change in behavior in response to an expected reward.	Identify potential incentives in a real-life situation.	Describe how incentives influence individual decision-making.	Describe how incentives influence household decision-making.

Precursor Level	Identify expected rewards for given behaviors.	Identify potential incentives in a provided real-life situation.	Describe how different incentives may change a decision in a provided personal situation.	Describe how different incentives may change a decision in a provided household situation.
Initial level	Identify changes in behavior.	Identify the difference between incentive and reward.	Identify a situation that influences an individual (i.e., self).	Identify a household situation that influences others.
Ideas for Instruction	<ul style="list-style-type: none"> Identify a person's change in behavior in response to different potential rewards (e.g., a person is told that if they [expected behavior], they will receive [reward/incentive], so they did it). 	<ul style="list-style-type: none"> Use picture cards to identify the difference between an incentive and a reward (e.g., incentive is knowing you will get to play with your friends, reward is playing outside). Discuss feelings and incentives involved in real-world scenarios. <p><i>*Note - incentive is what you think about the potential reward.</i></p>	<ul style="list-style-type: none"> Use a personal example to have a student explain how an incentive changed a decision for them (e.g., student didn't want to do chores, but when their parents offered an allowance, they changed their mind). 	<ul style="list-style-type: none"> Use a personal example to have a student explain how an incentive changed a decision for their family (e.g., parent had a coupon for an item at the store, so they bought it even though it wasn't on their grocery list).

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).				
Essential Element	Wisconsin students will understand how decisions are made and interactions occur among consumers (i.e., individuals and households) and producers (firms/businesses)(Microeconomics).			
Target	Wisconsin students will understand how decisions are made and interactions occur among consumers (i.e., individuals and households) and producers (firms/businesses)(Microeconomics).			
Precursor	Wisconsin students will differentiate between demand and supply and identify the factors of production.			
Initial	Wisconsin students will identify the relationship between a consumer and producer and identify products that consumers would receive from a given producer.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ2.a: Consumers, Producers, and Markets	SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).	SS.Econ2.a.3-4 Compare two product 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 (product market) and the market for factors of production (factor market).

Target Level	Identify the difference between buyers (consumers) and sellers (producers).	Identify a product market (i.e., a place where you purchase or obtain a good or service) found in a community (e.g., grocery store, bank, gas station, online sales). Identify the difference between goods and services.	Contrast the roles of consumers and producers in product markets. Identify how an individual can be both a buyer and a seller.	Identify how consumers and producers interact in product (market for goods and services) and factor markets (market for land, labor, capital, and entrepreneurship). Differentiate between a product market (market for goods and services) and a factor market (market for land, labor, capital, and entrepreneurship).
Precursor Level	Identify the seller (producer) in a familiar transaction.	Identify a service and where a consumer can purchase or obtain it.	Describe what a producer does in product markets.	Contrast a product market (market for goods and services) and a factor market (market for land, labor, capital, and entrepreneurship).
Initial level	Identify the buyer (consumer) in a familiar transaction.	Identify a good and where a consumer can obtain or purchase it.	Describe what a consumer does in product markets.	Identify a factor market (market for land, labor, capital, and entrepreneurship).

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Differentiate between when you make something and when you buy something. ● Understand economic exchange roles. ● Participate in a real-world or manufactured situation that puts students in the position of being a buyer or seller. ● Sort and categorize buyers (consumers) and sellers (producers) using familiar scenarios (i.e. local businesses). 	<ul style="list-style-type: none"> ● Discuss how goods and services are both part of the product market. If you can't go somewhere and buy something, it is not a product market (e.g., Purina factory exists, but you cannot go there and buy cat food). ● Discuss equity of access to goods and services with online shopping - (e.g., people with transportation/mobility issues and equity). ● List items that may be for sale in a store. ● List services that may be available in a community. ● Sort and categorize goods and services. 	<ul style="list-style-type: none"> ● Provide examples of how students are both consumers and producers. ● Identify ways a family is both a consumer and producer. ● Take pictures in the local/school community of producers and consumers (e.g., lunchroom workers, local grocery store workers, people buying things). 	<ul style="list-style-type: none"> ● Discuss how a person interacts with a product and factor market. ● Role play being a buyer or seller in a product market (e.g., how do we go to the grocery store to purchase items?). ● Consider adding steps to get to a product market to learn how students interact in many markets (e.g., arranging transportation, getting a bus pass, access to the store).
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	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ2.b: Supply, Demand, and Competition	SS.Econ2.b.2 Define product 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 the relationship between supply and 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 prices and quantities produced. 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.
Target Level	Identify a product market (e.g., a grocery store, a bank, a gas station) and compare prices of products in a market.	Identify the roles of consumers and producers in relation to prices, non-price factors, and competition in a product market.	Identify examples of competition and compare prices of goods with varying levels of competition (e.g., gasoline prices (with little competition), clothes (a lot of competition)).	Identify how changes in supply and demand will change prices and quantities produced. Identify examples of competition and how prices, quantity available, variety of goods, or quality of goods are affected by competition.
Precursor Level	Identify prices of products in a product market.	Identify how price and non-price factors affect a product market.	Identify the difference between supply and demand.	Identify how competition can affect the quantity or quality of goods offered in a product market (e.g., if there is only one type of bread available at the store, and

				you need bread, you will buy it even if it's stale).
Initial level	Explore that items have a cost.	Explore non-price factors of demand (e.g., a fad item or new game) or supply (e.g., a drought causes a crop failure that leads to low supply).	Explore the relationship between supply and demand.	Explore how changes in supply will change prices and quantity produced of a good or service. Explore how changes in demand will change prices and quantity demanded of a good or service.
Ideas for Instruction	<ul style="list-style-type: none"> ● Identify a product market that is familiar to the students' community (e.g., local grocery store, gas station, or bank). ● Discuss that any time "demand" is considered, it is the action of consumers. 	<ul style="list-style-type: none"> ● Match goods or services to markets (e.g., gas to a gas station, bread to the grocery store, doctor to a clinic or hospital). ● Describe the different things you can do in a market (e.g., buy products, ask questions, look at different products, make returns). 	<ul style="list-style-type: none"> ● Discuss how the interaction of supply and demand with competitors determines price in a market. <ul style="list-style-type: none"> ○ This interaction also determines the quantities of items produced and the quantities of resources used (e.g., entrepreneurship, human resources, natural resources, capital). 	<ul style="list-style-type: none"> ● Provide examples of why some goods are easier to find than others and how this affects price (e.g., grocery store and farmer's markets). ● Identify goods that are more expensive and discuss what determines the price. ● Share examples of how price changes due to changes in situations (e.g., a hailstorm destroys the corn crop, what happens to the price of popcorn?).

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ2.c: Firm/Business Behavior and Costs of Production	SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.	SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.	SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision making. Differentiate between and calculate revenue and profit for a given firm.
Target Level	Describe how producers use one of the factors of production (i.e., "inputs" such as land, labor, capital, or entrepreneurship) to make a good or deliver a service.	Identify the skills and knowledge required to produce certain goods (e.g., a book versus a shirt). Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) of a familiar product.	Categorize provided components of the factors of production associated with a good or service (e.g., if the good is a t-shirt, the components could be a t-shirt factory (capital), a sewing machine (capital), the physical address of the factory (land), the person who designed the t-shirt (entrepreneurship), people who use the sewing machines (labor)). Identify how profits influence sellers in markets.	Identify the profit of a product, when provided with the costs of production and sales price.
Precursor Level	Identify two or more of the four factors of production (i.e., "inputs"	Identify the role of entrepreneurs in the factor market (e.g., the person with	Identify how the factors of production can affect profits for sellers.	Identify the role of the costs of production in firm decision making.

	such as land, labor, human and physical capital, or entrepreneurship).	the big ideas, the creative thinker, the innovator).		
Initial level	Explore the meaning of labor.	Explore the difference between labor and physical capital of familiar concepts (e.g., cashier versus register machine, hand milking a cow versus machine milking a cow).	Explore that revenue (i.e., the money that comes into a business from sales) does not equal profit.	Identify revenue for a given firm when provided appropriate data.
Ideas for Instruction	<ul style="list-style-type: none"> Match cards of a farm, a worker, a piece of factory or farm equipment, and a person's head with a question mark over it (e.g., a think bubble, as if they're thinking of something) to the four factors of production. 	<ul style="list-style-type: none"> Field trip to local industry or bring a representative in to illustrate the four factors of production (e.g., a factory, a farm, a grocery store). 	<ul style="list-style-type: none"> Create a small industry in the classroom or school (e.g., bake sale, bracelet, popcorn). Sort images to show the progression of the production of a good (e.g., a t-shirt would need cotton from a field, people making cloth, people sewing the shirt, going to market). 	<ul style="list-style-type: none"> Using the small industry example for middle school, have students identify revenue (sales) and profit (sales minus cost of goods).

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).				
Essential Element	Wisconsin students will identify how an economy functions as a whole (Macroeconomics).			
Target	Wisconsin students will identify how an economy functions as a whole (Macroeconomics).			
Precursor	Wisconsin students will identify how the economy can affect people.			
Initial	Wisconsin students will recognize that prices change over time and explore the value of saving money as it relates to changes in the economy as a whole.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ3.a: Economic Indicators	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 country'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.

Target Level	Recognize the cost of familiar items (e.g., milk, bread, a t-shirt, a game).	Compare historic to current cost of a familiar item (e.g., how much did an older family member or friend pay for a movie when they were a kid?).	Explore the meaning of inflation and the unemployment rate.	Compare and contrast the unemployment rate of two groups (e.g., people with disabilities versus people without disabilities). Identify how inflation affects people.
Precursor Level	Identify costs of various products.	Recognize that prices of items can change (e.g., jeans were not on sale last week, but the department store has them on sale this week).	Compare employment and unemployment.	Recognize income, cost of items, and employment status can contribute to quality of life.
Initial level	Recognize that items have a cost.	Identify the price of a familiar product.	Recognize that prices increase over time.	Identify the benefits of employment.
Ideas for Instruction	<ul style="list-style-type: none"> Use a store advertisement to identify the prices for given items. 	<ul style="list-style-type: none"> Compare sale price to regular price of a good or service. Discuss why items increase in price over time. Play the game "The Price is Right". 	<ul style="list-style-type: none"> Look for help wanted signs in the community and discuss what they mean. Compare ads from the past to the present to visualize how the price of goods has changed over time (i.e., milk was just a quarter then but now it is \$2). 	<ul style="list-style-type: none"> Discuss how unemployment rates may change for an individual across life stages. Discuss qualities of a good employee and a good employer

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ3.b: Money	<p>SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used.</p> <p>Formulate reasons why people save.</p>	<p>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.</p>	<p>SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).</p> <p>Assess how interest rates influence borrowing and investing.</p>	<p>SS.Econ3.b.h Evaluate the structure and functions of money in the United States, including the role of interest rates.</p>
Target Level	<p>Categorize types of money (e.g., coins, bills), and explain why money is used.</p> <p>Explore reasons people would save money.</p>	<p>Identify the role of money, banking, and savings in everyday life.</p>	<p>Explore how interest rates influence borrowing and investing.</p>	<p>Identify differences among the functions of money (i.e., medium of exchange, store of value, unit of account).</p> <p>Explore the structure of money in the United States (e.g., fiat tender).</p>
Precursor Level	<p>Identify different types of money (e.g., coins, bills, debit card).</p>	<p>Explore the concept of interest when someone borrows money.</p>	<p>Explore how money reflects a store of value over time.</p>	<p>Explore the differences among the functions of money (i.e., medium of exchange, store of value, unit of account).</p>
Initial level	<p>Recognize that a person can exchange money for an item or service.</p>	<p>Explore why people would borrow money.</p>	<p>Identify the role of interest when someone borrows money.</p>	<p>Explore the differences between two of the functions of money (i.e., medium of exchange, store of value, unit of account).</p>

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Bring in fake or real money for students to explore (e.g., bills, coins, cards, checks) ● Discuss all types of money (e.g., bills, coins, cards, checks) as different ways to pay for things. ● Show the connection between school experiences related to money and purchasing to real world situations. 	<ul style="list-style-type: none"> ● Simulate earning, saving, and using real or classroom currency. ● Walk to the bank to pull cash before going to make a purchase with students. ● Discuss the common reasons people would borrow money (e.g., to buy a house or car). 	<ul style="list-style-type: none"> ● Simulate a situation that demonstrates interest gained and money earned. ● Simulate a situation that demonstrates interest owed when you borrow money. 	<ul style="list-style-type: none"> ● Discuss how people with disabilities have control over their money and investment decisions. ● Discuss how money has different functions (e.g., you use it to buy something as a medium of exchange, you save it as a store of value, or you can use it as a tally of wealth as a unit of account).
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	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ 3.c: Economic Fluctuations and Business Cycles			SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.	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).
Target Level			Explore Gross Domestic Product (GDP).	Explore that the economy cycles between being healthy and unhealthy and both can impact someone personally (e.g., income, employment, savings).
Precursor Level			Explore that the economy of a country can affect someone personally (e.g., income, employment, savings).	Explore that the economy is considered healthy (expansion/prosperity), when unemployment is lower and Gross Domestic Product (GDP) is high.
Initial level			Explore what makes an economy healthy (e.g., low unemployment, high production).	Explore what is meant by health of a country's economy (i.e., the level of Gross Domestic Product, which causes changes in the business cycle of an economy).

<p>Ideas for Instruction</p>			<ul style="list-style-type: none"> ● Discuss that GDP is the monetary value of what is produced in a country in one year. ● Find current issues (e.g., rising grocery prices, changes in unemployment across the state or country) and discuss how this affects individuals. 	<ul style="list-style-type: none"> ● Make cards identifying different parts of the economy (e.g., low unemployment, gas prices drop, businesses are making more products) and have students identify if these things are good or bad for our economy overall. <p><i>*Note: Expansion of an economy means low unemployment, low inflation, expanding GDP; contraction of an economy means high unemployment, higher inflation, contracting GDP.</i></p>
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Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).				
Essential Element	Wisconsin students will identify government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).			
Target	Wisconsin students will identify government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).			
Precursor	Wisconsin students will identify how economic policies and government decisions affect others.			
Initial	Wisconsin students will identify how economic policies affect their individual or families' lives.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ4.a: Economic Systems and Allocation of Resources	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.

Target Level	Identify how a good gets to the local community market.	Identify the chain of supply for a familiar good (e.g., food, shelter) in at least two steps.	Identify parts of the United States' mixed free market economy that are actually command-based (e.g., Social Security, unemployment compensation, farm price support).	Research a local, national, or global economic policy decision or government regulation (current or historic) and explain a consequence.
Precursor Level	Identify how goods can move from one place to another.	Identify one part of the chain of supply for a familiar good (e.g., food, shelter)..	Identify the difference between the United States economy and a command economy (e.g., US has product markets based on supply and demand for a good or service, where those decisions are made at the government level in a command economy).	Identify one consequence of a local, national, or global economic policy decision or government regulation (current or historic).
Initial level	Identify one form of local transportation.	Explore the chain of supply for a familiar good (e.g., food, shelter).	Explore bartering.	Match a local, national, or global economic policy decision or government regulation (current or historic) with a consequence.

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Illustrate how goods get to a local community market. ● Discuss how transportation items move goods (e.g., a local farmer uses a truck, but a factory far away uses a train). 	<ul style="list-style-type: none"> ● Sequence pictures of the various steps needed to sell a good (e.g., farmer plants crops, farmer harvests crops, crops travel by truck, food sold in store). ● Give students three cards of the sequence example in the bullet above, and students must choose the correct missing fourth card. 	<ul style="list-style-type: none"> ● Consider teaching this along with the ideas of product and factor markets in Econ2.b because they go together well. (e.g., "Here is supply and demand", and while you're talking about it, add in "here is how our market economy works, because buyers and sellers are making these decisions on what is being produced and who will get the goods or services"). <p><i>*Note: There are no pure market or pure command economies, all are mixed, but some lean more towards one or the other. Currently, there are no pure traditional economies, but we look at bartering within/between groups of people.</i></p>	<ul style="list-style-type: none"> ● Give examples of economic policy decisions or government regulations, past and present, and have students consider consequences of that policy. (e.g., local/district/state/federal/global policy examples that are directly related to disability needs such as future employment or disability rights). ● Consider connecting to what is going on in history or government or civics class at the same time. ● Consider teaching these with Hist2.b and Hist2.c. at the same time.
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	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ4.b: Institutions	<p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p>Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p>	<p>SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society.</p> <p>Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).</p>	<p>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.</p> <p>Analyze 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).</p>	<p>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 country.</p> <p>Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards and a local community's economy.</p> <p>Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).</p>
Target Level	<p>Identify the function of different jobs and how these jobs help oneself or others.</p> <p>Identify the function of major public, private, and tribal institutions</p>	<p>Identify the function of economic institutions (e.g., banks, credit unions).</p> <p>Identify the difference between private property (e.g., factories and homes) and public property (e.g., parks,</p>	<p>Identify rules and laws that protect and support both consumers (e.g., private property law, contracts, product safety/labeling/recall) and workers (e.g., labor unions, safety regulations, minimum wage).</p>	<p>Identify the impact of different economic institutions (e.g., government, labor unions, non-profit organizations) on wages and standard of living.</p>

	(e.g., schools, police, fire station).	public schools, government buildings).		
Precursor Level	Identify major public, private, or tribal institutions (e.g., schools, police, fire station) in the local community.	Identify an economic institution in the local community (e.g., bank, credit union). Identify public property (e.g., parks, public schools, government buildings).	Identify one rule or law that protects workers (e.g., labor unions, safety regulations, minimum wage).	Identify the function of a labor union.
Initial level	Identify jobs in the local community.	Explore that personal possessions are private property. Identify private property (e.g., homes, possessions).	Identify one rule or law that protects consumers (e.g., private property law, contracts, product safety/labeling/recall).	Identify a non-profit organization.
Ideas for Instruction	<ul style="list-style-type: none"> Sort community helpers and tools into community organizations or locations. Interact with people and tools related to common community helpers and their work (e.g., fire fighter, mail carrier). Guest speaker 	<ul style="list-style-type: none"> Discuss the community location or community helper they would need to access for help. Collect items for students to identify as being their personal property or someone else's. Categorize cards showing examples of public, private, and tribal institutions (e.g., fire station, government office, library, park, grocery store, dentist office). 	<ul style="list-style-type: none"> Provide examples of key protective rules and laws for consumers (e.g., helmet laws, FDA approval for medications, safety regulations in a job space, seatbelt laws). Discuss current child labor laws and work permits. Identify why child labor laws are needed. 	<ul style="list-style-type: none"> Use non-profit organizations that assist students with disabilities as examples (e.g., ARC, Special Olympics). Discuss labor unions (e.g., why they exist, how they affect worker's lives and pay and benefits).

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ4.c: Role of Government	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 Discuss 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.
Target Level	Identify goods and services that the government provides (e.g., roads, schools, police), and how they help people.	Identify reasons a government taxes people.	Identify the impact of a provided government policy (e.g., the amount of tax paid based on someone's income, gas taxes change) on the economy.	Identify benefits provided by the government (e.g., food and nutrition support program, housing support, Social Security) that adults may be eligible to receive. Explore types of earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid).
Precursor Level	Identify a service that the government provides (e.g., schools, police, public library).	Identify goods that are taxed (e.g., sales tax).	Identify a cost and benefit of a provided government policy.	Identify one type of earned benefit with eligibility criteria (e.g., Social Security, Medicare, Medicaid).
Initial level	Identify a good that the government provides (e.g., roads, food and nutrition support	Explore "tax".	Identify a government policy.	Identify one or more types of tax.

	program, some school lunch programs).			
Ideas for Instruction	<ul style="list-style-type: none"> • Categorize pictures of government goods and services. 	<ul style="list-style-type: none"> • Use a receipt to identify sales tax. • Simulate taxes with play money and purchasing goods such as pencils. 	<ul style="list-style-type: none"> • Select one government policy for students to identify a cost and benefit (e.g., property taxes on a home cost money to the homeowners, but supports the school district). 	<ul style="list-style-type: none"> • Advocacy is important here. • Discuss the federal and state benefits for which students may need to apply.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ4.d: Impact of Government Interventions	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
Target Level	Identify a cost and benefit to a provided item or event.	Identify unintended costs and benefits (i.e., externalities) for a given current situation or event.	Identify an unintended cost or benefit (i.e., externalities) for a given local or state law or policy.	Explain the intended or unintended costs or benefits (i.e., externalities) of government policies to improve ones standard of living or quality of life.

Precursor Level	Identify a cost to a familiar item or event.	Identify an unintended cost for a given current situation or event	Identify a cost of a given local or state law or policy.	Identify how government policies affect your standard of living or quality of life.
Initial level	Explore a benefit of a familiar item or event.	Identify an unintended benefit for a given current situation or event.	Identify a benefit of a given local or state law or policy.	Identify characteristics of "quality of life".
Ideas for Instruction	<ul style="list-style-type: none"> ● Provide an example of a familiar good and discuss benefits and/or costs to that good (e.g., a couch is comfortable (benefit), having cereal for breakfast means you can't have pancakes (cost)). ● Use examples of things you don't think of when you purchase a good (e.g., a toy needs batteries). 	<ul style="list-style-type: none"> ● Provide an example from current events or local news and have students determine an unintended cost or benefit (e.g., the area of the state where you live is in a drought, there is a new traffic light at a dangerous corner in town, the city put a bench by the bus stop). 	<ul style="list-style-type: none"> ● Provide an example of a local or state law or policy and have students identify a unintended cost or benefit (e.g., helmet laws, ADA laws, "no shirt no shoes no service" laws). 	<ul style="list-style-type: none"> ● Focus on self-advocacy ● Use examples of government policies (e.g., local, state, tribal, or federal) for students to consider how it affects their quality of life (e.g., minimum wage increase, unemployment compensation, Social Security benefits, Americans with Disabilities Act (ADA), Supplemental Nutrition Assistance Program (SNAP), Workforce Innovation and Opportunity Act (WIOA)).

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Econ4.e: Specialization, Trade, and Interdependence	<p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p>Hypothesize why people in one country trade goods with people in another country.</p>	<p>SS.Econ4.e.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).</p>	<p>SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services.</p> <p>Identify examples of U.S. exports and imports.</p>	<p>SS.Econ4.e.h Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies</p> <p>Analyze the role of comparative advantage in international trade of goods and services.</p>
Target Level	<p>Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p>Investigate why people in one country trade goods with people in another country.</p>	<p>Compare specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).</p>	<p>Identify the role of specialization on trade and cost of goods/services.</p> <p>Identify the costs and benefits of purchasing goods and services from inside your region (e.g., community, state, country).</p>	<p>Identify the costs and benefits of purchasing goods and services from outside your region (e.g., community, state, country).</p>
Precursor Level	<p>Identify one reason why people trade things (e.g., someone trades a pencil for a pen).</p>	<p>Identify a good or service that is specialized someplace else (e.g., another part of the state, country, or the world).</p>	<p>Identify that the costs of goods and services go down when people specialize.</p>	<p>Identify the benefits of purchasing goods or services from outside your region (e.g., community, state, country).</p>
Initial level	<p>Identify something they are good at and how it</p>	<p>Identify a good or service that is specialized in our local community.</p>	<p>Identify examples of U.S. imports.</p>	<p>Identify examples of U.S. exports.</p>

	can be used to help others.			
Ideas for Instruction	<ul style="list-style-type: none"> Engage in activities to explore personal strengths and interests. Match interest areas to related professions. Provide job information and have students identify common traits or interests of people who hold that job (e.g., firefighter, teacher, library media specialist). Have two classrooms act as different countries and trade classroom items between them. 	<ul style="list-style-type: none"> Sort goods from where they originated in broad terms (e.g., fish come from water, corn comes from farms, wood comes from trees). Categorize specialty goods between common regions where they may come from (i.e., oranges from Florida, milk from Wisconsin) (note: this aligns well with Geog1.c). Discuss different jobs and how they require specialization (e.g., doctors must understand how a body works, truck drivers must know how to drive a big truck). List and explain one's own strengths to impact their family and school. 	<ul style="list-style-type: none"> Use a clothing lesson, where students look at their clothing to see where something is made. <p>This aligns well with Geog1.a regarding patterns on a map).</p> <p><i>*Note - in general, when a country/group specializes in a good or service to trade, price goes down.</i></p>	<ul style="list-style-type: none"> Preview the documentary "Rotten" on Netflix to consider appropriate examples for students. Choose episodes only if they are appropriate for your students. Provide an example of a good from your region compared to a good outside your region. Students can identify costs and benefits to choosing one over the other.



Content Area: Geography

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.				
Essential Element	EE.SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to explore the world.			
Target	Wisconsin students will use geographic tools and ways of thinking to explore the world.			
Precursor	Wisconsin students will use geographic tools and identify geographic ways of thinking to explore the world.			
Initial	Wisconsin students will explore the use of geographic tools to explore the world.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog1.a: Tools of Geography	SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.	SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)	SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).	SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems.

				Explain 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.
Target Level	<p>Recognize the difference between maps (paper or digital) and globes.</p> <p>Identify why someone might choose one over the other for a given task.</p>	<p>Identify how location (absolute and relative) affects people, places, or environment.</p> <p>Construct maps (paper or digital) using the geographic elements of title, author, and legend.</p>	<p>Use paper and digital maps to ask or answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>Identify two ways a map projection is different from a globe.</p>	<p>Use printed and digital maps to ask or answer geographic questions (e.g., Where are there patterns? Why there? So what?) and determine the kinds of geographic information (e.g., charts, maps, graphs) needed to understand real world problems.</p> <p>Identify how new or current geospatial technologies (e.g., Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, or government purposes.</p>
Precursor Level	Explore the differences between maps and globes.	Identify how a given location affects them personally (e.g., I live near a train track, and it can be noisy, I have to cross a river	Identify a pattern on a given map (e.g., where do all the people live in a map of the local community?, where are the factories located, and how close are they to where people live?).	Explore and make observations of different types of geographic information (e.g., charts, maps, graphs) needed to

		to get to school so we use a bridge). Explore maps using geographic elements of orientation, scale, and legend.	Explore how various map projections distort shape, area, distance and direction.	understand real world problems. Explore different new or current geographic technologies.
Initial level	Explore different types of maps.	Locate a given address (i.e., absolute location) on a community map (e.g., school, home, store).	Explore patterns in maps (e.g., where is the farmland on this map, and how does it affect how people get food?; there is a lot of water in this area, why is that important?). Identify distortion on a map.	Explore how new or current geographic tools (e.g., Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, or government purposes.
Ideas for Instruction	<ul style="list-style-type: none"> • Discuss maps around your school building and what they are showing. • Utilize puzzles with maps. • Compare various maps and globes. <p><i>*Note: Maps are flat representations of a circular Earth - globes more closely represent Earth.</i></p>	<ul style="list-style-type: none"> • Label a map with geographic elements such as title, author, and legend/key. • Locate the student's city/town on a state map. • Locate the student's classroom on a map of the school. <p><i>*Note: absolute location = latitude & longitude or an address.</i> <i>*Note: Location affects people, places and environment (e.g., we live in WI and have cold winters and warm summers. This affects how I dress, and what is open at different times of year (public pool is not open in wintertime, ice</i></p>	<ul style="list-style-type: none"> • Use examples of "patterns" of where people live, where business, farms, rivers and deserts are located. • Use playdough to create a sphere, create markings like a map, then flatten it to observe the distortion (i.e., from the shape of a globe to the shape of a flat map). • Peel an orange to show the difficulty of representation from a globe to a flat map. <p>This could align to Econ4.e on trade and specialization (clothing lesson on trade).</p>	<ul style="list-style-type: none"> • Compare a population chart to a population density map to allow students to see how one might help more than the other depending on the question asked. (e.g., "Is the population of China aging?" is better answered with a chart, while "Where does most of the population of China live?" is better answered with a population density map). • Explore school grounds with a GPS or GIS system.

		<i>skating can't happen in summer unless your community has a building for it).</i>	<i>Note: Any time you take a round globe and make it a flat map, there are distortions. This proficiency level does not mean that students have to memorize each map projection.</i>	<ul style="list-style-type: none"> Use GPS when walking or riding somewhere.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog1.b: Spatial Thinking (map interpretation)	SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	SS.Geog1.b.m 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.	SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.
Target Level	Identify physical (e.g., mountains, water) and human (e.g., roads, houses) characteristics of a place using maps, graphs, photographs, or other representations.	Identify purposes of maps, globes, aerial photographs, charts, and satellite images.	Identify patterns in a variety of maps, charts, or graphs to display geographic information (e.g., cartogram, population, natural resource, historical maps) and identify differences among them.	Use maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to identify geographic problems and changes over time.
Precursor Level	Identify the differences between physical (e.g., mountains, water) and human (e.g., roads, houses) characteristics of a place.	Identify how maps and globes are different from aerial photographs, charts, or satellite images.	Identify differences between two or more maps, charts, or graphs showing geographic information (e.g., cartogram, population, natural resource, historical maps).	Identify differences between two or more maps or images showing geographic information (e.g., political, physical, relief, thematic, virtual/electronic).

<p>Initial level</p>	<p>Identify a physical characteristic (e.g., mountains, water) of their local community.</p> <p>Identify a human characteristic (e.g., roads, houses) of their local community.</p>	<p>Explore the similarities and differences between an aerial photograph and a satellite image.</p>	<p>Explore different kinds of maps (e.g., cartogram, population, natural resource, historical map) and differences among them.</p>	<p>Explore different kinds of maps or images (e.g., political, physical, relief, thematic, virtual/electronic) and explore about identifying geographic problems and changes over time.</p>
<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Label maps and photographs with physical (i.e., water, mountains, rivers) and human characteristics (i.e., roads, buildings, houses). ● Sort labels of a place into physical and human characteristics. ● Explore labels of physical and human characteristics of a place. 	<ul style="list-style-type: none"> ● Compare a photograph and a map of your local community. ● Use a drone (i.e., aerial photo or video) to view the school or local community. 	<ul style="list-style-type: none"> ● Compare different maps (e.g., how does a population map compare to a natural resource map?). ● Create a cartogram (e.g., what color shoes are worn in the classroom, U.S. states that have the letter A in it, countries with oil reserves). 	<ul style="list-style-type: none"> ● Compare two maps of the same area in different times to identify what has changed over time.

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog1.c: Mental Mapping/Maps from Memory	SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.	SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.	SS.Geog1.c.m Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.	SS.Geog1.c.h Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives. 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
Target Level	Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.	Construct and label a map from memory (paper or digital) of the local community, state, tribal lands, or country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify regions in Wisconsin and the United States.	Construct a map of a major region of the world (e.g., North America, Middle East, Latin America, Asia, Western Europe) and their physical (e.g., continents, bodies of water, landforms, mountain ranges) and cultural (e.g., cities, countries) features. Identify a difference in given maps shaped by individual perceptions of people, places, regions, and environments.	Discuss how the changes in a map before and after an event changed their perspective of that event.

Precursor Level	Construct from memory a map or representation of a familiar place (i.e., bedroom, classroom, playground).	Construct and label a map from memory (paper or digital) of your local community, including both physical (e.g., rivers and forests) and human (e.g., roads, buildings) characteristics. Identify regions in Wisconsin.	Construct a mental map of your local community, including physical and cultural features. Compare their mental map of your community to a classmate's map.	Compare and contrast a map before and after an event.
Initial level	Explore the parts of a map (e.g., title, compass rose, map symbols).	Identify physical or human characteristics on a given map (e.g., there are trees here, there is a road there). Explore regions in Wisconsin and the United States.	Construct a mental map of a familiar place (e.g., bedroom, classroom, school building), including physical and cultural features.	Explore an event that has changed a place, and therefore a map.
Ideas for Instruction	<ul style="list-style-type: none"> ● Use clay or yarn to develop shapes of familiar places found on a map (e.g., yarn for streets or rivers, bumps in clay for their houses). ● Add compass rose, title, map symbols to a map. 	<ul style="list-style-type: none"> ● Create a map of their school or classroom from memory. ● Locate familiar places on a map (e.g., roads, businesses, familiar landmarks). 	<ul style="list-style-type: none"> ● Identify physical characteristics on a map or globe (i.e., water, mountains, land). ● Locate water and land features on a map or globe. ● Find a map that is very obvious in differences and ask the question “how do we in the US view a map of India versus how a company from India would draw their map?” (e.g., identify disputed territories for students). ● Discuss how students move through their school day (e.g., first I'm in this room, then that 	<ul style="list-style-type: none"> ● Use before and after photos with current natural disasters such as hurricanes, tsunamis, floods, fires, or volcanoes to observe the geographic changes over time.

			<p>room, we eat lunch here, and so on).</p> <ul style="list-style-type: none"> ● Use playdough and or yarn to start developing shapes of places found on a map. Focus on the United States and the World. ● Use photos of common items such as a bed, desk, TV that students can use to recreate their bedroom, or desks, windows, whiteboard to recreate their classroom, or water, houses, trees to recreate their community without using a visual of that exact map (i.e., this creates a mental map). <p><i>*Note: "Constructing" does not have to be done without resources - the maps can be produced from a resource, but "mental map" means remembering without a model.</i></p>	
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Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

Essential Element	Wisconsin students will identify reasons for human movement and explore population patterns.			
Target	Wisconsin students will identify reasons for human movement and explore population patterns.			
Precursor	Wisconsin students will explore reasons for human movement and population distribution.			
Initial	Wisconsin students will explore the movement of people.			
	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog2.a: Population and Place	<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 (e.g., community, state, region, country/nation).</p>	<p>SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world.</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, gender, ethnicity) and the different implications each has on countries or regions throughout the world.</p>
Target Level	<p>Identify where and why people live in certain places.</p> <p>Identify their local community as rural,</p>	<p>Identify the populations of people living in their state or country.</p> <p>Compare different types of communities (i.e.,rural,</p>	<p>Identify why populations increase or decrease in various regions of the United States or throughout the world.</p>	<p>Identify how a government policy can affect population change, and form an opinion on that issue.</p>

	suburban, urban, or tribal.	suburban, urban, or tribal), and different types of places (e.g., community, state, region, country/nation).	Compare the distribution of population at the local/community, state, country, or regional level to another community, state, country, or region.	
Precursor Level	Explore characteristics of rural, suburban, urban, or tribal communities.	Explore types of places that are different from their own (e.g., community, state, region, country/nation).	Explore why populations increase or decrease. Identify the distribution of population at their local community or state level.	Identify a government policy that affects population.
Initial level	Explore the differences between rural, suburban, urban, and tribal communities.	Explore different populations of people living in their state or country.	Identify the population of their own community (i.e., how many people live in their community).	Explore different government policies that affect population.
Ideas for Instruction	<ul style="list-style-type: none"> Ask questions such as: “Why do some people live in towns or cities, and some people live on a farm?”, “Why do some people live near a beach?”. 	<ul style="list-style-type: none"> Compare and contrast rural Wisconsin to other areas in the state (or country, or region). Virtual or paper pen pals from distinct different communities. 	<ul style="list-style-type: none"> Discuss why people move (e.g., jobs, retirement, family). 	<ul style="list-style-type: none"> Discuss China’s one child policy, where people are taxed if they have more than one child.

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog2.b: Reasons People Move	SS.Geog2.b.2 Explain 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, both past and present, on physical and human systems
Geog2.c: Impact of Movement	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 Use regions in the world to 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 in a variety of time periods and locations throughout the world.
Target Level	Identify why people have moved to and away from their community now and in the past.	Investigate reasons people move to and away from a state, country, or region now and in the past.	Identify reasons a type of migration (e.g., based on age, sex, ethnicity, race) occurs in the community, state, country, or world now and in the past.	Identify the impact of a given major international migration, either past or present, on physical or human systems.
Precursor Level	Identify why people have moved to their community.	Identify why people have moved to a country or region.	Identify types of migration (e.g., based on age, sex, ethnicity, race).	Identify a major international migration.
Initial level	Explore reasons people move to and away from their community.	Explore reasons people move to and away from their state.	Explore reasons a type of migration (e.g., based on age, sex, ethnicity, race) occurs in the community, state, country, or world.	Explore major international migrations.

Ideas for Instruction	<ul style="list-style-type: none"> Use picture books and stories to facilitate discussion about movement. 	<ul style="list-style-type: none"> Use images and examples to sort the differences between push (e.g., war can drive people out of an area) and pull (e.g., good jobs and pull people to an area) factors. 	<ul style="list-style-type: none"> Interview people asking if they have ever moved. If they have, ask why and where they moved from. Graph findings. 	<ul style="list-style-type: none"> Create a T-chart of positive and negative impacts of migration of people.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog2d. Urbanization	<p>SS.Geog2.d.1 Identify and explain differences between rural and urban areas.</p>	<p>SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p>	<p>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.</p>	<p>SS.Geog2.d.h Evaluate the impact of spatial inequality as a result of urbanization, and develop various solutions to address these inequalities. Analyze the impact of rural decline and urbanization on a place.</p>
Target Level	Identify differences between rural and urban areas.	<p>Identify positive and negative factors of cities. Identify the location and patterns of cities within our state or country.</p>	<p>Explore the impact of rural decline and the growth of cities on a place. Identify patterns of urbanization around the world.</p>	<p>Identify the impact of spatial inequality as a result of urbanization, and explore various solutions to address these inequalities. Identify the impact of rural decline and urbanization on a given place.</p>

Precursor Level	<p>Identify a characteristic of rural areas.</p> <p>Identify a characteristic of urban areas.</p>	<p>Identify positive or negative factors of cities.</p> <p>Identify the location of major cities in their state (e.g., Milwaukee, Madison, Green Bay).</p>	<p>Explore the impact of rural decline or the growth of cities on a place.</p> <p>Define urbanization (i.e., growth of urban areas over time).</p>	<p>Identify the impact of spatial inequality as a result of urbanization of a given place.</p> <p>Identify the impact of rural decline on a given place.</p>
Initial level	<p>Explore the differences between rural and urban areas.</p>	<p>Identify positive or negative factors of their local community.</p>	<p>Define rural decline (i.e., people moving from rural to urban areas).</p>	<p>Define spatial inequality.</p>
Ideas for Instruction	<ul style="list-style-type: none"> ● Match images with ideas such as rural, suburban, urban and tribal. 	<ul style="list-style-type: none"> ● Discuss patterns of cities such as how most cities are near bodies of water (river, lake, ocean). ● Map major cities in Wisconsin (e.g., Milwaukee, Madison, Eau Claire, Green Bay). ● Map major cities in the United States (e.g., Chicago, New York City, Los Angeles, Miami, Houston). ● Create a T-chart for positive and negative factors of urbanization. 	<ul style="list-style-type: none"> ● Discuss and identify the impact of rural decline or growth of cities in your community. 	<ul style="list-style-type: none"> ● Discuss the relationship between urbanization and spatial inequality. <p><i>*Note: "Spatial inequality" is the unequal distribution of resources in an area.</i></p>

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

Essential Element	Wisconsin students will identify the effects of global distribution of resources and geographic networks.			
Target	Wisconsin students will identify the effects of global distribution of resources and geographic networks.			
Precursor	Wisconsin students will identify how they access resources and the social and economic inter-relationships between states, regions, or countries.			
Initial	Wisconsin students will identify a renewable resource and ways that people, things, and ideas move across spaces.			
	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog3.a: Distribution of Resources	<p>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?)</p>	<p>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.</p>	<p>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p>	<p>SS.Geog3.a.h Evaluate in both current and historical context how the prospect of gaining access to resources in contested zones creates competition among countries.</p> <p>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.</p>

Target Level	Identify how different access to resources can create stress (e.g., limit their independence) in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?).	Distinguish between a provided set of resources as renewable or nonrenewable. Identify one implication of both types of resources at the local, national, or global level.	Identify the relationship between the access to resources and where people live in states, countries, or regions of the world now or in the past.	Identify current or historical events when the prospect of gaining access to resources created competition among groups.
Precursor Level	Identify resources students cannot access easily in their classroom (e.g., instructional materials, teacher, bathroom).	Define and provide an example of a nonrenewable resource (e.g., coal or oil/gasoline).	Identify the relationship between access to resources and where people live in your community.	Identify a local event where gaining access to resources created competition among groups of people (e.g., access to Department of Vocational Rehabilitation services, being your own guardian).
Initial level	Identify resources students can access easily in their classroom (e.g., instructional materials, teacher, bathroom).	Identify a renewable resource (e.g., lumber/trees).	Explore the relationship between the access to resources and where people live in states, countries, or regions of the world now or in the past.	Explore current or historical events when the prospect of gaining access to resources created competition among groups.

Ideas for Instruction	<ul style="list-style-type: none"> Discuss what would happen if students could not access their accommodations or tools. 	<ul style="list-style-type: none"> Compare images of renewable and nonrenewable resources. 	<ul style="list-style-type: none"> Discuss why the population of cities can easily grow if it is near a body of water. Explore a map showing the location of cities. Discuss likely geographic reasons why the city is located at that place (e.g., near water for transportation, near fields if it's a farming community, near trees if it's a lumber community). Discuss the connection between landforms and access to resources (e.g., difficult to move goods and services across mountains, deserts, or large bodies of water). 	<ul style="list-style-type: none"> Discuss self-advocacy with students and how this relates to gaining access to resources they need.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog3.b: Networks	<p>SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p>	<p>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.</p>	<p>SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p>	<p>SS.Geog3.b.h Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions. Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).</p>

Target Level	Compare and contrast the different modes of transportation and communication used by families in work and daily lives.	Identify various ways that people and countries depend on one another. Identify how transportation or communication have changed economic activities over time.	Identify patterns of social or economic development in different regions of the world. Identify how people, products, or ideas move between places (e.g., internet commerce, outsourcing).	Identify the role the global economy plays in the economic development of world regions. Explore the role of supranational organizations (e.g., NATO, UN).
Precursor Level	Identify different modes of transportation and communication used by families in work and daily lives.	Identify how access to transportation or communication can change economic activities.	Identify patterns of social or economic development in the United States. Explore how people, products, or ideas move between places (e.g., internet commerce, outsourcing).	Explore the development of the global economy (i.e., changes in transportation and communication changed access to goods and services from other countries).
Initial level	Identify different modes of transportation they use in their daily life.	Identify incidents where people depended on someone else (e.g., depending on a teacher's aide, a neighbor mows your families' lawn, chores they help with at home).	Identify patterns of social or economic development in the local community.	Explore the role the global economy plays in the economic development of world regions.

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Discuss how people get to school (e.g., bus, van, car). ● Explore city versus rural transportation. 	<ul style="list-style-type: none"> ● Sort images of transportation and communication over time (e.g., telegraph to the internet, horse to plane, snail mail to email). 	<ul style="list-style-type: none"> ● Use maps that outline where a specific good is produced for students to find patterns (e.g., Where is corn grown? Where are cars made?) and brainstorm how those items get to us in Wisconsin. <p><i>*Note: "internet commerce" means purchasing something online. "Outsourcing" is when companies move jobs to other areas of the country or world to decrease costs.</i></p>	<ul style="list-style-type: none"> ● Explain how we get grapes in wintertime in Wisconsin (i.e., supply chain and trade with other countries).
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Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.				
Essential Element	Wisconsin students will examine the relationship between identity and place.			
Target	Wisconsin students will examine the relationship between identity and place.			
Precursor	Wisconsin students will identify how the human characteristics of a place affect the people who live there.			
Initial	Wisconsin students will identify how the physical characteristics of a place affect the people who live there.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog4.a: Characteristics of Place	<p>SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry).</p> <p>Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p>	<p>SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield).</p> <p>Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.</p> <p>Identify and describe how people may view places in the community differently (e.g., students and senior citizens</p>	<p>SS.Geog4.a.m Explain how place-based identities can change places over time.</p> <p>Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.</p> <p>Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>	<p>SS.Geog4.a.h Evaluate the effect of culture on a place over time.</p> <p>Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture.</p> <p>Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity).</p>

		responding to a new playground).		Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.
Target Level	<p>Identify characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry).</p> <p>Identify how certain places have meanings that distinguish them from other places (e.g., shopping mall, park, places of worship).</p>	<p>Identify how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield).</p> <p>Compare or contrast the human characteristics (e.g., buildings, roads, anything built by humans) of rural, suburban, urban, or tribal locations in Wisconsin and the United States.</p> <p>Identify how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p>	<p>Identify how place-based identities can change places over time.</p> <p>Explore how place-based identity results from the human and physical characteristics of a place.</p> <p>Explore how place-based identity can sometimes result in stereotypes of people from a specific place.</p> <p>Identify students' understanding of a place that is based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>	<p>Identify the effect of culture on a place over time.</p> <p>Identify how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture.</p> <p>Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity).</p> <p>Explain how and why people view places or regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, or economic status.</p>

Precursor Level	Explore how certain places have meanings that distinguish them from other places (e.g., shopping mall, park, places of worship).	Identify the human characteristics (e.g., buildings, roads, anything built by humans) of rural, suburban, urban, or tribal locations in Wisconsin and the United States.	Explore how place-based identity results from the human characteristics of a place. Identify students' understanding of a place that is based on direct sources (e.g., residing in a place, visiting a place).	Identify the effect of culture on their local communities. Identify how human characteristics can give a place meaning and significance (e.g., Green Bay, water parks in Wisconsin Dells). Explore how and why people view places or regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, or economic status.
Initial level	Explore characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry).	Explore how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Explore how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	Explore how place-based identity results from the physical characteristics of a place. Identify students' understanding of a place that is based on indirect sources (e.g., television, movies).	Identify how physical characteristics can give a place meaning and significance (e.g., rock formations in the Wisconsin Dells, Lake Superior, Milwaukee). Explore how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity).

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Focus on home, neighborhood, local community, and school. 	<ul style="list-style-type: none"> ● Sort photographs of human and physical characteristics of a place. ● Focus on community, Wisconsin, United States. 	<ul style="list-style-type: none"> ● Find local human and physical characteristics that represent your community (e.g., sports teams, local universities, “Driftless area”, Ice Age Trail). 	<ul style="list-style-type: none"> ● Using local human and physical characteristics as in the middle school suggestion, have students brainstorm how these things represent their community (e.g., how does it give a place meaning, how does it shape events in the community).
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Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.				
Essential Element	Wisconsin students will examine the relationships between humans and the environment.			
Target	Wisconsin students will examine the relationships between humans and the environment.			
Precursor	Wisconsin students will identify positive and negative effects of human actions on our natural resources and physical environment.			
Initial	Wisconsin students will explore positive or negative effects of human actions on our natural resources and physical environment.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog5.a: Human Environment Interaction	SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.	SS.Geog5.a.3-4 Compare 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.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.	SS.Geog5.a.h Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.
Target Level	Identify examples of human changes to the environment surrounding the school or neighborhood.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	Identify how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.	Identify the intentional and unintentional consequences of human actions on the environment on at least two levels at the local, state, tribal, regional, country, or world levels.

Precursor Level	Explore examples (e.g., photographs, news articles, etc.) of human changes to the environment surrounding their local neighborhood.	Identify the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	Identify positive and negative effects of technology on the environment.	Identify the intentional and unintentional consequences of human actions on the environment at the local or state levels.
Initial level	Explore examples (e.g., photographs, news articles, etc.) of human changes to the environment surrounding the school.	Explore the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	Explore how technology interacts with the environment.	Explore the intentional consequences of human actions on the environment at the local level.
Ideas for Instruction	<ul style="list-style-type: none"> Discuss how changes at their school change the geographic environment (e.g., making a school garden, adding on to the building means less playground). 	<ul style="list-style-type: none"> Sort and discuss images of positive and negative geographic effects of a specific action (e.g., a new road, tearing down a building). Focus on school, neighborhood, and community. 	<ul style="list-style-type: none"> Compare the use of electric cars versus gasoline cars, windmills, dams, or solar energy. <i>*Note: consider if any of these are a contentious topic in your community before using the example.</i> 	<ul style="list-style-type: none"> Discuss how building a house is intentional but taking away the habitat of the animals is an unintentional consequence. <p><i>*Note - unintentional consequences are not necessarily bad (e.g., someone might stop smoking cigarettes because they want to improve their health, but an unintended consequence is that their clothes don't smell of smoke).</i></p>

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Geog5.b: Interdependence	SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) 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 such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.	SS.Geog5.b.h Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.
Target Level	Identify natural resources (e.g., fertile soil, forests, mining) of a given place and provide examples of how those resources are used.	Identify how human actions modify the physical environment when using natural resources (renewable or nonrenewable).	Identify how distribution of natural resources such as fisheries and crops (renewable or nonrenewable) creates interdependence between groups.	Identify how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.
Precursor Level	Identify natural resources (e.g., fertile soil, forests, mining) of a given place.	Identify how using a given natural resource modifies the physical environment.	Identify the locations of natural resources (e.g., fisheries, crops, coal, lumber) in a given region.	Identify how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a local or regional scale.

Initial level	Explore natural resources (e.g., fertile soil, forests, mining) of a given place.	Explore how using a given natural resource modifies the physical environment.	Explore the locations of natural resources (e.g., fisheries, crops, coal, lumber) in a given region.	Explore how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a local scale.
Ideas for Instruction	<ul style="list-style-type: none"> • Locate natural resources around school grounds. 	<ul style="list-style-type: none"> • Use areas in the local community to identify loss of natural resources, looking for examples of "renewal" (e.g., cutting down trees for the playground then replanting some in another area, fish hatcheries and pond/lake stocking). 	<ul style="list-style-type: none"> • Use examples of natural resources in the local community to illustrate interdependence with other areas (e.g., local farmers have cranberry bogs but sell them around the world, we can't grow oranges in Wisconsin, so we get them through trade). <p>This aligns well with Econ4.e (Specialization and Trade) and should be taught together.</p>	<ul style="list-style-type: none"> • Discuss how changes in behavior can affect others (e.g., someone chooses not to eat meat, when that happens on a large scale, it affects the meat industry and can change health systems, sunscreen use in water can affect clean water systems, microplastics in the oceans affects marine life).



Content Area: History

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.				
Essential Element	Wisconsin students will use historical evidence for determining cause and effect.			
Target	Wisconsin students will use historical evidence for determining cause and effect.			
Precursor	Wisconsin students will explain a cause and effect for a given event.			
Initial	Wisconsin students will identify a cause and effect for a given event.			
Performance Indicators (By Grade Band)				
Learning Priority	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 the causes of 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.
Target Level	Identify one or more causes of an event, issue, or problem.	Use evidence to identify possible causes of historical events, issues, and problems.	Use evidence to explain the causes of issues or events within and across a time period.	Compare an event from different viewpoints and identify causes from long- and short-term perspectives.

Precursor Level	Identify a cause of a familiar event.	Use evidence to identify a cause of a familiar event (i.e., "How do you know?").	Use multiple perspectives from evidence to identify a cause of an event.	Explain a cause of an event, issue, or problem from a long-term perspective.
Initial level	Match a possible cause to a given familiar event.	Determine whether a given cause led to a given event, using provided evidence.	Identify a cause of a given event, issue, or problem.	Identify a cause of an event, issue, or problem from a short-term perspective.
Ideas for Instruction	<ul style="list-style-type: none"> • Participate in activities or field trips that highlight causes of historical events. • Use trade books to highlight causes of events. 	<ul style="list-style-type: none"> • Distinguish between near and distant past and interpret basic timelines. 	<ul style="list-style-type: none"> • Break down age-appropriate primary sources (e.g., letters, journals, pictures) to discuss perspectives as to causes of events. <p><i>*Note: "Primary sources" are sources that reflect an actual event at the time (e.g., diary, map, speech, photograph). A secondary source is a source that happened after an event (e.g., textbook, news article).</i></p>	<ul style="list-style-type: none"> • Explain the cause of the event using evidence from primary sources (e.g., photographs, diary entries, speeches).

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
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 events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.
Target Level	Identify one or more effects of an event, issue, or problem.	Use evidence to identify possible effects of historical events, issues, and problems.	Use multiple perspectives from evidence to identify an effect of an event within and across a time period.	Compare an event from different viewpoints and identify effects from long- and short-term perspectives.
Precursor Level	Identify an effect of a familiar event.	Use evidence to identify an effect of a familiar event (i.e., "How do you know?").	Use evidence to explain the effect of an historical issue or event.	Explain an effect of an event, issue, or problem from a long-term perspective.
Initial level	Match a possible effect to a given familiar event.	Determine whether a given event led to a given effect, using provided evidence.	Identify an effect of a given event, issue, or problem.	Identify an effect of an event, issue, or problem from a short-term perspective.
Ideas for Instruction	<ul style="list-style-type: none"> Identify an effect of a classroom event. 	<ul style="list-style-type: none"> Discuss the possible effects of current events or daily actions. Use trade books to highlight the effects of events. 	<ul style="list-style-type: none"> Break down primary sources to discuss perspectives to highlight effects of events. <p><i>*Note: "Primary sources" are sources that reflect an actual event at the item (e.g., diary, map, speech, photograph). A</i></p>	<ul style="list-style-type: none"> Use current issues to point out short- and long-term effects.

			<i>secondary source is a source that happened after an event (e.g., textbook, news article).</i>	
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Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Essential Element	Wisconsin students will recognize patterns of continuity and change over time and contextualization of historical events.			
Target	Wisconsin students will recognize patterns of continuity and change over time and contextualization of historical events.			
Precursor	Wisconsin students will identify patterns of continuity and change over time and identify the context of a given historical event.			
Initial	Wisconsin students will explore patterns of continuity and change over time and explore the context of a given historical event.			
	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist2.a: Patterns stay the same over a period of time	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 primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.
Target Level	Identify patterns of what stayed the same to self, family, or community over time (e.g., "In our family, we all attended school every year through 12th grade").	Describe patterns of continuity over time in the community, state, or the United States.	Explain patterns of continuity over time in the community, state, the United States, or the world.	Use evidence to identify patterns of continuity in the community, state, the United States, or the world.

Precursor Level	Identify one pattern that has stayed the same to self, family, or community over time.	Describe patterns of continuity over time in the community or state.	Explain patterns of continuity over time in the community, state, or the United States.	Use evidence to identify patterns of continuity in the community, state, or the United States.
Initial level	Identify something that has stayed the same over time.	Describe patterns of continuity over time in the community.	Identify patterns of continuity over time in the community or state.	Use evidence to identify patterns of continuity in the community or state.
Ideas for Instruction	<ul style="list-style-type: none"> Discuss elements of the student's life that have <u>stayed the same</u> over a short period of time. 	<ul style="list-style-type: none"> Discuss images from different time periods to show <u>continuity</u> (e.g., a photo of the local community from 100 years ago versus today, a photo of a student when they were a baby versus today). 	<ul style="list-style-type: none"> Compare images of the state or country over time to find patterns of <u>continuity</u>. 	<ul style="list-style-type: none"> Compare primary sources of the community, state, country, or world to find patterns of <u>continuity</u> over time.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist2.b: Patterns change over a period of time	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 primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Target Level	Identify patterns of what has changed to self, family, or community over time (e.g., "In our family, we all attended school every year through 12th grade").	Describe patterns of change over time in the community, state, or the United States.	Explain patterns of change over time in the community, state, the United States, or the world.	Use evidence to identify patterns of change in the community, state, the United States, or the world.
Precursor Level	Identify one pattern that has changed to self, family, or community over time.	Describe patterns of change over time in the community or state.	Explain patterns of change over time in the community, state, or the United States.	Use evidence to identify patterns of change in the community, state, or the United States.
Initial level	Identify something that has changed over time.	Describe patterns of change over time in the community.	Identify patterns of change over time in the community or state.	Use evidence to identify patterns of change in the community or state.
Ideas for Instruction	<ul style="list-style-type: none"> Discuss elements of the student's life that have <u>changed</u> over a short period of time. 	<ul style="list-style-type: none"> Discuss images from different time periods to show <u>change</u> (e.g., a photo of the local community from 100 years ago versus today, a photo of a student when they were a baby versus today). 	<ul style="list-style-type: none"> Compare images of the state or country over time to find patterns of <u>change</u>. 	<ul style="list-style-type: none"> Compare primary sources of the community, state, country, or world to find patterns of <u>change</u> over time.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist2.c: Contextualization	SS.Hist2.c.e Explain how something happening outside of your home can affect your family	SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.	SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Target Level	Identify how something happening outside of your home can affect your family.	Identify individuals, groups, or events to understand that their contributions are important to historical change or continuity.	Explore how the historical context influenced the process or nature of the continuity or change that took place.	Identify how the historical context influenced the process or nature of the continuity or change that took place.
Precursor Level	Identify how something that happens outside of their home affects them personally.	Explore historic groups, or events to understand that their contributions are important to historical change or continuity.	Identify the historical context of a given event.	Identify how the historical context influenced the process or nature of the continuity or change that took place.
Initial level	Explore how something that happens affects them personally.	Explore historical individuals to understand that their contributions are important to historical change or continuity.	Explore the historical context of a given event.	Explore how the historical context influenced the process or nature of the continuity or change that took place.
Ideas for Instruction	<ul style="list-style-type: none"> Look for examples in the school or local community of how an event affects the student personally. 	<ul style="list-style-type: none"> Use the school or local community to connect individuals or groups to change or continuity (e.g., hiring a new principal means there might be new rules in the school, a mayor being re-elected to office means there probably will not be many changes). 	<ul style="list-style-type: none"> Use the local community or state to identify the context of an event (e.g., did women have the right to vote when Wisconsin became a state in 1848?). Focus on regions already being discussed in class. 	<ul style="list-style-type: none"> Use the local community or state to identify how the context of an event influenced an outcome (e.g., Wisconsin became a state in 1848, when women didn't have the right to vote. Did this affect the outcome?) Use local issues such as a road or railroad being built in the past, and how the time period where that happened affected the outcome (e.g., most people didn't have automobiles in the 1920's, so they didn't see the need for a paved road).

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.				
Essential Element	Wisconsin students will connect historical events, people, and ideas to the present, identify different perspectives; and identify current implications.			
Target	Wisconsin students will connect historical events, people, and ideas to the present, identify different perspectives, and identify current implications.			
Precursor	Wisconsin students will identify different historical perspectives of a given event and identify an effect of a given historical event on the lives of other people living in the present.			
Initial	Wisconsin students will explore historical people or events and identify how the person or event had an impact on their own life.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist3.a: Connections	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.
Target Level	Identify a person or event from the past that reflects your own life in some way.	Connect events in Wisconsin history to a current issue or event.	Connect events from United States or world history to a current issue or event.	Compare and contrast a given historical period to present issues and events.
Precursor Level	State a person or event from the past.	Describe an event in Wisconsin's history.	Describe an event in the history of the United States or the world	Contrast a given historical period to present issues and events.
Initial level	State a person or event from your own life.	Identify a current event in Wisconsin.	Describe a current event in the United States or the world.	Compare a given historical period to present issues and events.

Ideas for Instruction	<ul style="list-style-type: none"> Compare and contrast events and people from the past to the student's life. Sort images of past and present. 	<ul style="list-style-type: none"> Compare a Wisconsin historic event to a current event. 	<ul style="list-style-type: none"> Compare and contrast specific events from U.S. history to a current event. Share an audiobook of an historical event, then conduct a shared reading of a current event. Wrap up comparing the two events with a T-chart of "now" and "then". 	<ul style="list-style-type: none"> Discuss the relationship between historic and present issues.
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist3.b: Perspective	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.
Target Level	Identify different viewpoints given a familiar event.	Identify given historical perspectives regarding people and events in the past.	Compare given historical perspectives to differing viewpoints of current events.	Identify historical perspectives to create arguments with evidence related to current events.
Precursor Level	Identify a viewpoint different from their own.	Explore given historical perspectives regarding events in the past.	Identify differing viewpoints of current events related to a given historical perspective.	Identify historical perspectives related to current events.
Initial level	Explore various viewpoints on a given topic or event.	Explore given historical perspectives regarding people in the past.	Explore differing viewpoints of current events.	Explore historical perspectives related to current events.

Ideas for Instruction / Attainment	<ul style="list-style-type: none"> Graph student responses to a question and review the differences. (e.g., ask about an event that happened in the lunchroom or recess. It's the same event but different students "saw" different things because of their viewpoint). <p>Hist3.b and Hist3.c. should be taught together.</p>	<ul style="list-style-type: none"> Share primary sources from different perspectives to learn about an event or topic (e.g., Colonization of the Americas, the Revolutionary War, or Native American Treaty Rights). <p>Hist3.b and Hist3.c. should be taught together.</p>	<ul style="list-style-type: none"> Share primary sources from the past to help students understand current issues (e.g., Middle East, control of nuclear weapons, power of the president). <p>Hist3.b and Hist3.c. should be taught together.</p>	<ul style="list-style-type: none"> Share a current event or issue and outline historical perspectives (i.e., evidence) related to that event or issue. Guide students to form an opinion about that event or issue based on the evidence provided. <ul style="list-style-type: none"> Consider focusing on disability rights for self-advocacy purposes. <p>Hist3.b and Hist3.c. should be taught together.</p>
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist3.c: Current implications	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.
Target Level	Identify how something from the past can affect their life now.	Identify how historical events have possible implications on the present.	Identify potential outcomes of current events based on the past.	Form an opinion on predictions of potential outcomes of current events based on the past.
Precursor Level	Identify how something from their past can affect their life now.	Identify how a given historical event has possible implications on the present.	Identify how current events could affect my community.	Make predictions of potential outcomes of current events based on the past.

Initial level	Explore how something from their past can affect their life now.	Explore how historical events affect the present.	Explore how current events affect me.	Explore opinions of possible outcomes of current events based on the past.
Ideas for Instruction	<ul style="list-style-type: none"> Find examples from student's lives that reflect things that happened in their past and how it affects them now (e.g., they had surgery in the past and now they can do something they weren't able to do before). <p>Hist3.b and Hist3.c. should be taught together..</p> <p><i>*Note: this is not the same as cause and effect. This looks at the more distant past and how it affects life.</i></p>	<ul style="list-style-type: none"> Use local and community issues and events to illustrate how things from the past affect the present (e.g., there used to be a lot of accidents on that corner, and now there is a stoplight there). Use events and themes from the past to illustrate how they affect the present (e.g. the formation of our government in 1776 affects us today by having three branches of government). <p>Hist3.b and Hist3.c. should be taught together.</p>	<ul style="list-style-type: none"> Discuss how current issues affect students. Present opportunities to discuss current events and outcomes using news shows and articles. <p>Hist3.b and Hist3.c. should be taught together.</p>	<ul style="list-style-type: none"> Outline a current issue or event and have students form an opinion on that topic based on evidence. <p>Hist3.b and Hist3.c. should be taught together.</p>

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).				
Essential Element	Wisconsin students will examine a variety of primary and secondary sources to identify the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).			
Target	Wisconsin students will examine a variety of primary and secondary sources to identify the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).			
Precursor	Wisconsin students will differentiate between primary and secondary sources and identify the intended audience, purpose, and point of view (POV) of a given primary or secondary source.			
Initial	Wisconsin students will identify the intended audience and author's point of view of a given primary source.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist4.a: Historical context	SS.Hist4.a.e Describe the events that led to the creation of a primary source	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.
Target Level	Identify an event that led to the creation of a primary source.	Describe what was happening during an event (context) that led to the creation of a primary source.	Describe how what is happening during an event (context) influences a primary or secondary source.	Explain how what is happening during an event (context) influences a primary or secondary source.
Precursor Level	Identify a primary source from provided resources.	Identify a place and time in which a primary source was created.	Identify a secondary source from provided resources.	Categorize provided resources into primary or secondary sources.

Initial level	Recall an event that happened.	State what happened during an historical event.	Provide evidence that supports what happened during an historical event (e.g., "How do I know this?").	Identify the primary source of an historical event.
Ideas for Instruction	<ul style="list-style-type: none"> Share different resources and ask students to identify the primary source (e.g., share a photograph, a trade book, and their textbook. Only the photograph is a primary source (see note below)). Ask students to identify why someone might have made a given primary source (e.g., why did someone take that photograph?). <p><i>*Note: A historical event can be an event in the past in a student's life.</i></p> <p><i>*Note: A primary source is a resource created at the time of an event (e.g., photographs, diary entries, hand-drawn map, live video of an event). For K-2, a</i></p>	<ul style="list-style-type: none"> Discuss the "where" and "when" of a primary source. As often as possible, personalize examples to school's daily events such as lunch and recess. <p><i>*Note: Primary sources do not have to be documents. A map, photograph, or recipe that your grandmother hand-wrote can all be primary sources.</i></p> <p><i>*Note: "Historical event" could mean something that happened yesterday, last week, or further back in history.</i></p>	<ul style="list-style-type: none"> Identify a characteristic of a place and time in which a primary source was created. Then have students think about how that characteristic affected the creation of the primary source (e.g., discuss what life was like in the United States in the Depression (1930's) and use the photos of Dorothea Lange to show how the Depression affected people of the Dust Bowl). 	<ul style="list-style-type: none"> Sort resources into primary or secondary sources. Using the example from middle school, have students identify how what is happening influences a primary source (e.g., why did Dorothea Lange roam the southwest United States looking to document the Depression? How did photographs from a foreign war affect people in the United States?).

	<i>photograph is the best example.</i>			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist4.b: Intended audience	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.
Hist4.c: Purpose	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.
Target Level	Create one primary source about your life (i.e., draw or record information about one or more events in your life), and identify the intended audience.	Describe the intended purpose and intended audience of a given primary source.	Describe the intended purpose and intended audience of a primary or secondary source.	Explain why the intended purpose and intended audience of a primary or secondary source is important.
Precursor Level	Identify a primary source from provided resources connected to your life (i.e., a photo album, grocery list, recipe card, hand drawn map).	Identify the author of a given primary source.	Identify the purpose of a given secondary source.	Describe the importance of a secondary source.
Initial level	Describe an event that happened to you (i.e., write, tell, draw something that happened to you).	Identify a type of primary source (i.e., photograph, diary).	Identify the purpose of a given primary source.	Describe why a given primary source is important.

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Share an event that happened at home with classmates (or vice versa) (e.g., a story, a photo, a drawn picture). 	<ul style="list-style-type: none"> ● Provide a primary source and have students match to a type (e.g., photograph, grocery list, diary entry). ● Ask questions to encourage students to determine why a primary source was created (e.g., "Why did mom write a list for the grocery store?"). 	<ul style="list-style-type: none"> ● Ask questions to encourage students to consider differences between primary and secondary sources (e.g., why do we have a textbook? How is it different from a primary source like a photograph?). ● Use the school handbook as a primary source and ask why the principal wrote certain rules. ● Use "why" questions with a primary source (e.g., why was this primary source created?). <p><i>*Note: Secondary sources are resources that are created after the fact (e.g., textbooks, news, TV, or internet).</i></p>	<ul style="list-style-type: none"> ● Discuss why something is important. ● Ask questions to encourage students to consider importance of the purpose and audience of a source (e.g., "Why is this in the news today?").
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	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist4.d: Point of view (POV)	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 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.
Target Level	Identify the POV of your own primary source.	Explain how your POV influences the meaning of your own primary source.	Identify how someone's POV can affect their perspective on historical events.	Explain how the POV of the author of a primary or secondary source affects our understanding of the source.
Precursor Level	Identify the meaning of personal "point of view" (e.g., My POV is my opinion and how I see issues and events).	Identify the POV of a given secondary source.	Identify the POV of others (e.g., people see issues and events differently).	Describe how the POV of the author of a given secondary source affects how we view the source.
Initial level	State an opinion on a given topic.	Identify the POV of a given primary source.	Identify an opinion that is different from their own.	Describe how the POV of the author of a given primary source affects how we view the source.
Ideas for Instruction	<ul style="list-style-type: none"> • Create and share a story about something that happened at school today. This becomes a primary source that is from the student's POV. 	<ul style="list-style-type: none"> • Create a story about an incident with multiple people (e.g., bus, recess, lunch). Each individual shares their own perspectives and compares versions (POV) of the stories. 	<ul style="list-style-type: none"> • Use familiar stories and have students consider a different viewpoint or retell the story from a different character (e.g., fairy tales, familiar stories from childhood). 	<ul style="list-style-type: none"> • Make connections with the idea for instruction in middle school and ask students to explain how the change in POV affects the story or message.



Content Area: Political Science

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.				
Essential Element	Wisconsin students will identify democratic principles and ideals.			
Target	Wisconsin students will identify democratic principles and ideals.			
Precursor	Wisconsin students will explain the importance of a rule or law.			
Initial	Wisconsin students will identify rules or laws.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS1.a: Values & Principles of American Constitutional Democracy	SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.	SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.	SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.	SS.PS1.a.h Analyze how constitutionalism attempts to preserve 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. Analyze sources of governmental authority.

Target Level	<p>Describe symbols, songs, and traditions that identify our state and country.</p> <p>Identify the importance of rules at home, in school, and in the community.</p>	<p>Identify a difference between majority rule and minority rights as a function of a democratic republic (e.g., one political party is in power, but that doesn't mean that people of another political party lose their rights).</p> <p>Identify why laws and constitutions exist.</p>	<p>Identify the components of responsible citizenship.</p> <p>Identify the importance of rule of law (i.e., that people are accountable to laws).</p>	<p>Explore the U.S. Constitution and how it protects societal values, individual freedoms and rights, and promotes general welfare.</p> <p>Describe where the government gets their authority.</p>
Precursor Level	<p>Explore a symbol or tradition that represents our state and country (e.g., the US flag, the WI flag, Great Seal, White House, State Capitol building, fish fry in Wisconsin, the Star Spangled Banner is sung before sporting events, the Pledge of Allegiance is spoken in school every day, fireworks on the 4th of July).</p> <p>Identify a community rule.</p>	<p>Explore the concept that "minority rights" means that just because a person doesn't agree with a decision doesn't mean they lose all their rights.</p> <p>Identify the importance of a given rule or law (e.g., someone stops at a stop sign to make sure people don't get hurt, and to help control traffic).</p>	<p>Identify how someone can actively participate in a civic group (e.g., a group goes to clean the hike or bike trail of trash, writing a letter to an elected official about something important to them, donating food to the food pantry).</p> <p>Identify why it's important for people in the community to follow laws.</p>	<p>Identify some individual freedoms and rights of people living in the United States (e.g., freedom of religion, freedom to live where you want).</p> <p>Identify how powers of people of authority in our government are kept in check (e.g., the legislative, executive, and judicial branches check each other in a system of checks and balances; the power of voting people into office).</p>

<p>Initial level</p>	<p>Explore a song that represents our state or country (e.g., Star Spangled Banner, This Land is Your Land, America (My Country Tis of Thee)).</p> <p>Identify a home or school rule.</p>	<p>Explore that "majority rule" means that the class rule receiving more votes from students should be the one that is followed.</p> <p>Identify a rule or law.</p>	<p>Identify expected behaviors in your home, school, or community.</p> <p>Identify why it's important for them to follow laws.</p>	<p>Identify fundamental societal values in the United States (e.g., following laws, respecting people, being a good community member).</p> <p>Identify people of authority in our government (e.g., the governor, the president, Congresspeople).</p>
<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Match rules to the appropriate settings (e.g., home, school, community). ● Compare and contrast home and school rules. ● Describe symbols, songs, and traditions that identify our state and country. 	<ul style="list-style-type: none"> ● Create classroom rules as a class and practice. ● Discuss different laws and rules in the school and community. ● Vote on something in the classroom and discuss how the majority rules. 	<ul style="list-style-type: none"> ● Identify a civic group (e.g., student council, student government). ● Ask questions that encourage students to consider the importance of following laws (e.g., "What would happen if people didn't follow laws?"). <p><i>*Note: there is a difference between democracy and Democrats, republic and Republicans. "Little d" democracy is our type of government (representative democracy), while "Big D" Democrat is a political party. "Little r" republic is our type of government (form of a republic) while "Big R" Republican is a political party.</i></p>	<ul style="list-style-type: none"> ● Identify fundamental societal values, individual freedoms, and rights of citizens in the United States (e.g., freedom of religion, freedom of speech, disability rights). ● Discuss roles of government leaders (e.g., powers of each of the three branches of government). ● Field trips or guest speaker to discuss powers of government and separation of powers (e.g., Wisconsin capitol, local politician).

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.				
Essential Element	Wisconsin students will identify differences between a right, a responsibility, and a privilege.			
Target	Wisconsin students will identify differences between a right, a responsibility, and a privilege.			
Precursor	Wisconsin students will investigate the rights, privileges, and responsibilities in a society.			
Initial	Wisconsin students will identify basic rights and responsibilities of being a good community member.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS2.a: Civil Rights and Civil Liberties	SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).	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. Summarize the actions of people and groups that have advanced civil rights for individuals.	SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.	SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. 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. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

		Identify and describe basic human liberties (i.e., thought, expression, privacy).		
Target Level	<p>Identify similarities between rights and responsibilities within the classroom, school, and community.</p> <p>Classify basic rights that all humans have (i.e., life, liberty, safety).</p>	<p>Explore 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>Explore the actions of people and groups that have advanced civil rights for individuals (e.g., Martin Luther King, Jr., Helen Keller, Disability Rights Movement, Franklin D. Roosevelt, Ed Roberts).</p> <p>Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>	<p>Identify the scope and limits of individual protections found in the Constitution and the Bill of Rights (e.g., freedom of religion, freedom of speech, right to a trial by jury).</p> <p>Identify the development of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments (e.g., rights for people with disabilities, Civil Rights Movement, Women's Rights Movement).</p> <p>Explore how collective action movements work to extend equal rights to groups and individuals.</p>	<p>Explore their own voting rights as a person with disabilities.</p> <p>Explore the constitutional tension between protecting individual rights and promoting the general welfare and security of the country (e.g., Patriot Act after 9/11 attacks, 4th Amendment protection from illegal search and seizures, 8th Amendment cruel and unusual punishment (death penalty or isolation or excessive punishment by the government) or bail amounts).</p> <p>Explore the impact of individuals, groups, and movements on the development of civil rights for different groups.</p>
Precursor Level	Identify responsibilities that you have in your local school community.	<p>Identify a national document that protects rights.</p> <p>Explore a basic human liberty other than body autonomy, privacy, or consent (e.g., thought, expression).</p>	Identify basic rights and protections found in the Bill of Rights (e.g., freedom of religion, freedom of speech, right to a trial by jury).	<p>Explore the struggle for voting rights and citizenship since the founding period.</p> <p>Explore examples of tension between individual rights and security of a group (e.g., policies</p>

			Explore how a group of people working together for the same cause can extend civil rights.	related to seclusion, use of restraints, institutionalization).
Initial level	Explore rights and responsibilities.	Identify rights and responsibilities within the classroom. Explore body autonomy, privacy, and consent as basic human liberties.	Identify an example of freedom of speech.	Identify "general welfare" as the term is used in the U.S. Constitution.
Ideas for Instruction	<ul style="list-style-type: none"> ● Identify a responsibility. ● Describe members of the local community and their responsibilities. ● Describe rights and responsibilities within the classroom and school. 	<ul style="list-style-type: none"> ● Discuss consent, safety, responsibility, and basic human rights. ● Discuss who is in the student's trusted circle (i.e., different people have different roles in their life). ● Share a reading of Martin Luther King, Jr. or Helen Keller and have students sort the rights and liberties they each advanced. 	<ul style="list-style-type: none"> ● Explore protections and their limitations in the Bill of Rights. ● Create a timeline of rights (e.g., disability, civil) for students to discuss. <p><i>*Note: The First Amendment Freedom of Speech protects people from the government punishing things you say. It doesn't mean you are free from any consequences.</i></p>	<ul style="list-style-type: none"> ● Summarize a civil liberty protected in the Bill of Rights. ● Match an amendment to the civil liberty it protects (e.g., 1st amendment to Freedom of Speech, Religion, Press, Petition and Assembly). ● Discuss voting options for people with disabilities (e.g., supportive decision making as part of the IEP process).

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS2.b: Fundamentals of Citizenship	<p>SS.PS2.b.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.b.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.b.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.b.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>
Target Level	<p>Identify situations where individuals have rights, freedoms, and equality.</p> <p>Share an opinion about an issue in your school or community.</p>	<p>Identify the difference between being a citizen of a country to the principles of good citizenship (e.g., being a good community member, being a good neighbor).</p> <p>Identify that there are two pathways to become a legal citizen in the United States (i.e., natural born or naturalization).</p>	<p>Identify the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).</p> <p>Identify how cultures, types of government, or economic systems explain different concepts of citizenship (e.g., dictatorship, republic, democracy).</p>	<p>Identify differences in 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>

Precursor Level	Identify an issue in your school or community.	Identify principles of good citizenship. Identify what is meant by naturalization of a US citizen.	Identify characteristics of being a citizen. Identify examples and basic differences of citizenship in other countries.	Identify protections for citizens or noncitizens of the United States. Investigate groups and agencies that can help people attain access to the election process.
Initial level	Explore situations where individuals have rights, freedoms, and equality. Explore an issue in your school or community.	Identify in which city, state, or country you were born.	Explore the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Explore citizenship in other countries.	Explore the differences in protections for citizens vs. noncitizens. Explore the voting and the election process.
Ideas for Instruction	<ul style="list-style-type: none"> Use local and school examples whenever possible. <p>This aligns to the meaning of rights and freedoms in PS2.a.</p>	<ul style="list-style-type: none"> Create a sorting activity to show understanding of principles of good citizenship and being a citizen of a country. Make a timeline for naturalization with events to place in chronological order. 	<ul style="list-style-type: none"> Create a collage using words, images and/or symbols to show what it means to be a citizen of the United States. 	<ul style="list-style-type: none"> Mock election held during presidential, state, and local voting times. Consider advocacy with other groups (e.g., Board of People with Developmental Disabilities, advocates for voting rights for people with disabilities).

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS2.c: Asserting and Reaffirming of Human Rights	<p>SS.PS2.c.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.c.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 how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>	<p>SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p> <p>Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>	<p>SS.PS2.c.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 (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ).</p> <p>Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</p>

<p>Target Level</p>	<p>Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher, student/student, child/friend, child/caregiver).</p> <p>Explore ways in which people and groups can influence decision makers in their school or community (i.e., voting, expected behavior, participating in meetings).</p>	<p>Identify instances where groups have been denied access to power and rights.</p> <p>Identify examples of how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>	<p>Explore the political, social, and economic status of marginalized groups both historically and in the present.</p> <p>Explore how groups (e.g., women, people with disabilities, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>	<p>Explore how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups (e.g., people with disabilities, religious groups, Indigenous peoples, LGBTQ).</p> <p>Identify the role of the Universal Declaration of Human Rights (UDHR) or nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</p>
<p>Precursor Level</p>	<p>Identify different groups within your community (e.g., people who live in your neighborhood, people who go to the same place of worship).</p> <p>Identify the people who make decisions in your community (e.g., mayor, city council, school board).</p>	<p>Explore the denied rights of a person or group when provided with an historical instance or example (e.g., Rosa Parks, Ruby Bridges).</p> <p>Identify one or more ways a person can impact change in their community.</p>	<p>Explore how the political, social, or economic status of marginalized groups have changed both historically and in the present.</p>	<p>Identify which examples of marginalized groups (e.g., people with disabilities, religious groups, Indigenous peoples, LGBTQ) advocating for access to greater rights have been more successful.</p> <p>Identify the qualities of a good advocate as it relates to human rights, and where a person can go to become an advocate.</p>

<p>Initial level</p>	<p>Identify different groups within your school (e.g., different classrooms, gym class, by grade).</p> <p>Identify people who make decisions in your school (e.g., principal, district superintendent).</p>	<p>Explore instances where groups have been denied access to power and rights.</p> <p>Explore how people organize to gain a greater voice to impact and change their communities.</p>	<p>Identify examples of marginalized groups (e.g., women, people with disabilities, religious groups, civil rights groups, Indigenous peoples, LGBTQ)</p>	<p>Explore how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.</p> <p>Explore the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</p>
<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> • Discuss group activity and proceedings during things such as morning meetings, 4H, Boy Scouts, Girl Scouts, Unified Champion Schools. • Ask students to which different kinds of groups they belong (e.g., friends that they play with at school, family, neighbors, sports or recreation group). 	<ul style="list-style-type: none"> • Point out areas around the school community that allow varying access to the area (e.g., cuts in curbs for access to sidewalks, ramps, automatic doors). 	<ul style="list-style-type: none"> • Create cards with images of different groups advocating for increased rights and have students create timelines of activities. • Recognize and discuss observance days and months with students. 	<ul style="list-style-type: none"> • Compare the Universal Declaration of Human Rights (UDHR) with the United States Bill of Rights and the Children’s Universal Declaration of Human Rights. • Discuss Supreme Court cases that affect disability rights.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.				
Essential Element	Wisconsin students will identify the roles and processes of political and civic institutions.			
Target	Wisconsin students will identify the roles and processes of political and civic institutions.			
Precursor	Wisconsin students will explore federalism, political parties, and identify civic institutions.			
Initial	Wisconsin students will explore the role people have in elections, the effect of media on elections, and the branches and powers of government.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS3.a: Political Participation	SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.	SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.	SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.	SS.PS3.a.h Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels.
Target Level	Identify the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.	Investigate reasons why citizens participate in elections. Explore the student's role in government at the local, state, tribal, or federal levels.	Investigate voter participation in elections. Identify their role in government at the local, state, tribal, or federal levels.	Identify ways to increase voter participation. Identify their role in government at the local, state, tribal, and federal levels.

Precursor Level	Identify voting as choosing between options without others knowing your choice.	Identify why it is important for a person to have information to make a decision. Identify a problem in the community and how they would solve it.	Identify their role at school (e.g., student, friend, an advocate for themselves, involvement in student government). Identify ways to participate in an election (e.g., vote by mail, in person, have to register).	Identify barriers and brainstorm solutions to voter participation. Identify a right that affects high school students and voting (e.g., voting age).
Initial level	Identify their opinion on a given topic.	Explore elections, making choices, voting, and the students' role in government.	Explore voter participation in elections.	Explore barriers to voting and solutions to increase voter participation.
Ideas for Instruction	<ul style="list-style-type: none"> • Create an opportunity for students to vote on something in the classroom (e.g., whether to go outside for recess, which book to read during reading time). 	<ul style="list-style-type: none"> • Discuss potential problems in the school or community and how they could be solved (e.g., a busy intersection, a pothole in a road, broken or inaccessible playground equipment). 	<ul style="list-style-type: none"> • Hold a class election on a popular topic and have students consider what they could do to increase the number of people who vote, and what ways other than handing in a piece of paper could be used for people to vote. Tie this to state or national elections (e.g., vote by mail, in person, must register to vote). 	<ul style="list-style-type: none"> • Discuss past elections (local, state, or national) and brainstorm how voter participation could be increased. • Brainstorm ways people can vote. • Use a booklet such as "What You Should Know About Wisconsin Law" from the Wisconsin State Bar to provide an overview of rules and regulations for adults in Wisconsin. • Discuss the Supported Decision-Making process with students to prepare them for future life choices.

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS3.b: Linkage Institutions	<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, citizens groups, special interest groups).</p>
Target Level	<p>Identify different types of media or sources.</p> <p>Identify why we have elections.</p> <p>Identify basic roles of civic institutions (e.g., school, home, family, community).</p>	<p>Identify how media is used in elections or government.</p> <p>Identify the roles people play in elections.</p> <p>Identify the roles civic institutions play in their lives, their community or beyond (e.g., schools, community groups, religious institutions).</p>	<p>Identify the role of one type of media in elections and functions of government.</p> <p>Identify how elections and political parties in the United States connect the people to government.</p> <p>Identify how civic institutions can influence society and politics</p>	<p>Identify the role of various types of media in elections and functions of government.</p> <p>Identify how the United States political system is shaped by political parties, elections and the election process.</p> <p>Identify how competing interests impact societal change (e.g.,</p>

			(e.g., special interest groups, chamber of commerce, lobbying).	lobbying, citizens groups, special interest groups).
Precursor Level	<p>Identify a type of media or source in your life.</p> <p>Explore why we have elections.</p> <p>Identify a role of a civic institution (e.g., school, home, family, or community).</p>	<p>Explore examples of how media is used in elections.</p> <p>Explore the roles people play in elections.</p> <p>Explore the roles civic institutions play in their lives, their community or beyond (e.g., schools, community groups, religious institutions).</p>	<p>Explore the role of one type of media in the functions of government.</p> <p>Identify how political parties in the United States connect the people to the government.</p> <p>Identify how civic institutions can influence society (e.g., special interest groups, chamber of commerce, lobbying).</p>	<p>Identify the role of various types of media in functions of government.</p> <p>Identify how the United States political system is partially shaped by political parties.</p> <p>Identify how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).</p>
Initial level	<p>Explore different types of media or source.</p> <p>Explore why people would vote.</p> <p>Explore basic roles of civic institutions (e.g., school, home, family, community).</p>	<p>Explore examples of how media is used in elections.</p> <p>Explore the roles people play in elections.</p> <p>Explore about the roles civic institutions play in their lives, their community or beyond (e.g., schools, community groups, religious institutions).</p>	<p>Explore the role of one type of media in elections.</p> <p>Identify how elections in your classroom or school connect the students to the school.</p> <p>Explore different civic institutions such as special interest groups and lobbyists.</p>	<p>Explore the role of various types of media in elections.</p> <p>Explore how the United States political system is partially shaped by elections or the election process.</p> <p>Explore how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).</p>

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Create a list with images of different types of media or sources (e.g., TV, radio, internet, newspapers). ● Walk around the school and look for potential media or resources. ● Visit the Library Media Center to find media or resources. 	<ul style="list-style-type: none"> ● Discuss how the media links people to the government. ● Discuss basic roles of civic institutions (e.g., schools, community groups, religious institutions in the community). 	<ul style="list-style-type: none"> ● Use CSPAN (federal government) or WisconsinEye (state government) to watch the legislature live and discuss how the media connects people to the government. ● Discuss the two largest political parties in the United States. ● Discuss the role of social media in gathering information and elections. ● Discuss the role of special interest groups in elections (e.g., National Rifle Association, Sierra Club, Council for Exceptional Children, Wisconsin Board for People with Developmental Disabilities). <p><i>*Note: Disability rights groups can be special interest groups and lobbyists.</i></p>	<ul style="list-style-type: none"> ● Identify, provide examples, and create an example of media used in elections and the government. ● Identify key beliefs and ideas of each of the two largest political parties in the United States. ● Use political ads through the years to look at how the media affects elections.
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	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS3.c: Power in Government	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., make laws, create order).	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.	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
Target Level	Identify levels of government (e.g., local, state, tribal, country, global level) and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).	Identify the basic structure (e.g., federalism) and functions (e.g., security, keeping order, public services) of the government of the United States. Identify basic powers of the government at the local, state, tribal, or federal levels.	Identify the structure, functions, powers, and limitations of government at the local, state, tribal, or federal levels.	Identify the structure and functions of governments at the local, state, tribal, national, or global levels. Identify the purpose of political institutions at the local, state, tribal, national, global, or supranational/non-government organization (NGO) levels.
Precursor Level	Identify what levels of government exist in the United States (e.g., local, state, tribal, country).	Identify the meaning of federalism. Explore the functions of the United States government	Identify the limitations of the powers of government at the local, state, tribal, or federal levels.	Identify a supranational (e.g., United Nations, World Bank) or non-government organization (e.g., Red Cross, World Health Organization).

		(e.g., security, keeping order, public services).		
Initial level	Identify levels of support in your life (e.g., home/caregivers, school/teachers, city/local government).	Explore examples of federalism.	Explore the structure, functions, powers of government at the local, state, tribal, or federal levels.	Explore the purpose of supranational or non-government organizations (NGO).
Ideas for Instruction	<ul style="list-style-type: none"> ● Compare local laws to school and family rules to show different levels of government. ● Define government and identify different levels of government (city, state, tribal, country). 	<ul style="list-style-type: none"> ● Discuss the functions of the United States government (e.g., security, public services) and ask students why they are important. <p><i>*Note: Federalism means that our government is divided into layers of local, state, federal government. Each has their own powers and limitations. State laws can override local laws and federal laws can override state laws.</i></p>	<ul style="list-style-type: none"> ● Sort basic powers of the government at the local, state, tribal, and federal levels (e.g., decisions on education policy are always made at the state level, decisions on war are always made at the federal level). 	<ul style="list-style-type: none"> ● Use current events and disasters to point out how NGO's are used around the world (e.g., hurricanes and earthquakes will usually mean the Red Cross will become involved, an outbreak of disease usually means the World Health Organization will become involved). <p><i>*Note: Non-Government Organizations (NGO) are groups such as the Red Cross, Amnesty International, or World Health Organization (WHO). A supranational organization is a group such as the United Nations, World Bank, or International Labor Organization. It is not vital that students understand the difference between these two, but to understand that they exist beyond</i></p>

				<i>individual country politics. These are organizations that cross borders.</i>
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS3.d: Public Policy	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.
Target Level	Explore how people come up with different ideas to solve a problem in your local community.	Identify examples of how different governments (i.e., local, state, federal) solve problems.	Identify how a local, state, and federal government addresses or solves problems through the public policy process (i.e., suggesting a solution, implementing the solution, evaluating the solution).	Explain the effectiveness of public policy actions or processes.
Precursor Level	Explore different ideas to solve a given problem in your school.	Identify examples of how their local government solves problems.	Identify one public policy process (i.e., suggesting a solution, implementing the solution, evaluating the solution) of your local or state government.	Identify the effectiveness of public policy actions or processes.
Initial level	Explore different ideas to solve a given problem in their life.	Identify examples of how their school solves problems.	Identify one part of the public policy process (i.e., suggesting a solution, implementing the solution, evaluating the solution).	Explore the effectiveness of a given public policy action or processes.

<p>Ideas for Instruction</p>	<ul style="list-style-type: none"> ● Identify ways to solve a problem. 	<ul style="list-style-type: none"> ● Provide an example to students regarding an issue that the government must solve (versus an individual). Discuss how the government could fix the problem (e.g., bad roads, disagreement with another country, required courses at school). 	<ul style="list-style-type: none"> ● Provide examples of how governments solve problems (e.g., tax revenue increases money to fix roads). ● Hold a mock public policy process by choosing an issue, forming a SMART goal which suggests a solution to the issue, implementing the solution, and evaluating the results. This would be an ongoing unit that would take more than one class period. 	<ul style="list-style-type: none"> ● Identify various outcomes to different public policy actions and processes and choose an outcome you like. ● Apply problem solving to students' personal lives. ● Ideas on public policy actions: no smoking inside of public buildings, driving regulations, speed limits, you have to be 16 to have a public facing job.
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Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.				
Essential Element	Wisconsin students will develop and employ skills for civic literacy.			
Target	Wisconsin students will develop and employ skills for civic literacy.			
Precursor	Wisconsin students will identify a credible source and provide examples of diplomacy.			
Initial	Wisconsin students will identify relevant information from provided credible sources to a topic and identify examples of a current or historic compromise.			
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS4.a: Argumentation	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.
Target Level	Identify different perspectives on the same topic.	Gather relevant information to form a political argument while taking other points of view into account.	Develop an argument utilizing multiple sources of information.	Create arguments by researching claims and counterclaims of an issue.
Precursor Level	Identify different perspectives on a given topic.	Explore a political argument and different points of view on a topic.	Identify a credible source of information that describes a current issue or issues.	Develop a counterclaim to a provided claim of an issue.
Initial level	Identify your perspective on a given topic.	Identify relevant information to a topic.	Identify relevant information from credible sources to a given topic.	Identify differences between provided claims and counterclaims.

Ideas for Instruction	<ul style="list-style-type: none"> Identify different perspectives on a class topic (e.g., favorite food or game). <p>It's important to align to standard Inq2.a to review resources with this set of indicators.</p>	<ul style="list-style-type: none"> Examples of a political argument appropriate for grades 3-5 could include environmental issues, access for people with disabilities, or infrastructure such as roads and railroads. <p>It's important to align to standard Inq2.a to review resources with this set of indicators.</p>	<ul style="list-style-type: none"> Examples of a political argument appropriate for grades 6-8 could include current events issues, school issues (state government), or tribal concerns. <p>It's important to align to standard Inq2.a to review resources with this set of indicators.</p>	<ul style="list-style-type: none"> Simulate an argument or debate in class. List the reasons they agree or disagree for one argument that is relatable to students (e.g., longer recess time, more food for lunch, shorter school days). Review your district policy for discussion of potentially contentious topics before highlighting them in the classroom. <p>It's important to align to standard Inq2.a to review resources with this set of indicators.</p>
Performance Indicators (By Grade Band)				
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
PS4.b: Compromise, Diplomacy, and Consensus Building	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.
Target Level	Give an example of a compromise.	Explore what influences different political attitudes and actions. Explore how diverse groups can work towards consensus.	Identify examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	Identify the effects of a political compromise with major historical impact.

Precursor Level	Identify what people gained and gave up to make a compromise.	Identify steps for groups to come to an agreement (e.g., working together, taking turns, compromise).	Identify examples of pluralism.	Identify a political compromise with major historical impact.
Initial level	Explore examples of compromises.	Identify what influences your own actions.	Identify examples of diplomacy.	Explore the effects of a political compromise with major historical impact.
Ideas for Instruction	<ul style="list-style-type: none"> Read and discuss trade books that address compromise as part of the story. 	<ul style="list-style-type: none"> Role play two people coming to an agreement on something. Use one photograph with two people shaking hands and another with two people with their backs to each other and arms crossed. Ask students which photo shows diplomacy and which shows two people not getting along? 	<ul style="list-style-type: none"> Use examples of different groups to outline the concept of pluralism (e.g., principal and assistant principal both oversee rules at the school but divide up responsibilities). <p><i>*Note: There is often an overlap among diplomacy, pluralism, and consensus building. Diplomacy is the process of managing relationships between people or groups. Pluralism means that more than one group exists (i.e., there are many groups). Consensus building means multiple groups coming to an agreement.</i></p>	<ul style="list-style-type: none"> Describe the effects of a personal example of compromise. Examples of historic compromises could include the 3/5 Compromise, the Missouri Compromise, the Yalta Compromise of WWII, or use current events compromises between Republicans and Democrats in Congress.