

# WISCONSIN STANDARDS FOR **Social Studies**



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**Wisconsin Department of Public Instruction**  
Tony Evers, State Superintendent  
Madison, Wisconsin

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# Foreword

On May 29, 2018, I formally adopted the *Wisconsin Standards for Social Studies* (2018). This new set of academic standards provides a foundational framework that identifies what students should know and be able to do in social studies.

The adoption of the *Wisconsin Standards for Social Studies* was part of a concerted effort led by Wisconsin educators and stakeholders who shared their expertise in social studies and teaching from kindergarten through higher education. The public and legislature provided feedback for the writing committee to consider as part of Wisconsin’s Academic Standards Review and Revision Process.

Social Studies is composed of deep and enduring understandings, content, inquiry, concepts, and skills from the fields of geography, history, political science and civics, economics, and the behavioral sciences. Social studies prepares our young people to be college, career, and community ready.

The knowledge and skills described in the new standards provide guidance to educators across the state regarding what students should know and be able to do in each of the four grade bands (K-2, 3-5, 6-8, 9-12). These standards emphasize the concept of inquiry in the social studies classroom, and encourage teachers and districts to provide meaningful ways for students to be civically engaged in their communities.

The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field. I am excited to share the *Wisconsin Standards in Social Studies*, which aim to build skills, knowledge, and engagement opportunities in geography, history, political science, economics, and the behavioral sciences for all Wisconsin students.

Tony Evers, PhD  
State Superintendent



# 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 social studies. Thank you to the State Superintendent’s Standards Review Council for their work and guidance through the standards process. A special thanks to the Social Studies Writing Committee 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, particularly Kevin Anderson, Sara Baird, Pamela Delfosse, Marci Glaus, Audrey Lesondak, David O’Connor, Julie Palkowski, David Thomas, and Chris Tiedje. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

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Section I

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**Wisconsin's Approach to Academic Standards**



## Purpose of the Document

The purpose of this guide is to improve Social Studies education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing, and implementing social studies course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows [The Guiding Principles for Teaching and Learning \(2011\)](#). In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district and community

## **What Are the Academic Standards?**

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

### **What is the Difference between Academic Standards and Curriculum?**

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

### **Developing the Academic Standards**

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

## **Aligning for Student Success**

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for Social Studies* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. Academic standards work together with other critical principles and efforts to educate every child to graduate college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

## **Relating the Academic Standards to All Students**

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student’s developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

## **Our Vision: Every Child a Graduate, College and Career Ready**

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

### Guided by Principles

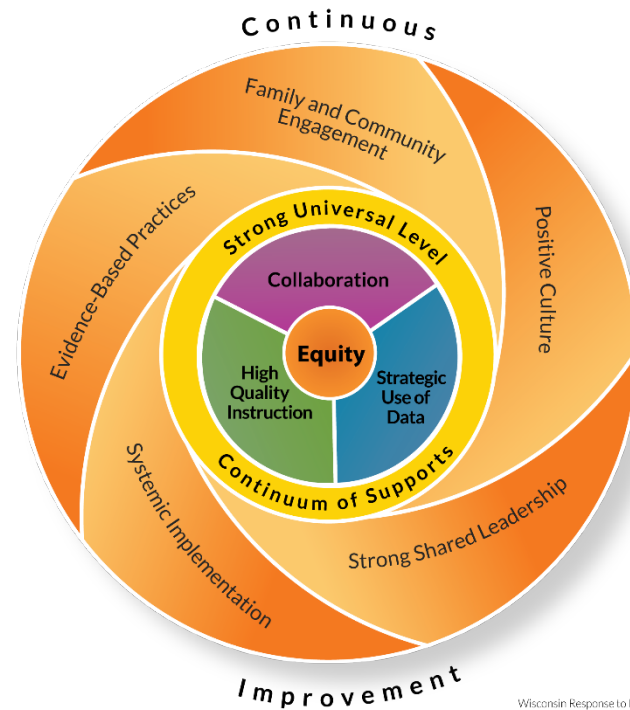
All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child a Graduate Prepared for College and Career](#). When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

### Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

### Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.



Wisconsin Response to Intervention Center  
IDFA CFDA #84.027

## References

*The Guiding Principles for Teaching and Learning*. 2011. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/standards/guiding-principles>.

*Framework for Equitable Multi-Level Systems of Supports*. 2017. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/rti>.

Section II

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**Wisconsin Standards for Social Studies**

## What is Social Studies Education?

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

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

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

## Wisconsin’s Approach to Standards in Social Studies

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

These standards articulate end-of-grade level expectations. Some students - including students who receive special education services through an Individualized Education Program (IEP), students with gifts and talents, and English language learners - may benefit from additional supports or challenges. Some barriers to learning and engagement can be minimized through Universal Design for Learning (UDL). In addition, learning can be personalized through collaboration between educators, school staff, families, and students.

The foundational documents and supports for this group include:

- National Council for the Social Studies (NCSS), 2013. *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring, MD: NCSS.
- National Council for the Social Studies (NCSS). 2010. *National Curriculum Standards for Social Studies*. Silver Spring, MD: NCSS.

Specific content standards were referenced from national organizations, including:

- American Psychological Association. 2011. *National Standards for High School Psychology Curricula*. Washington, DC: American Psychological Association.
- Council for Economic Education (CEE). 2010. *Voluntary National Content Standards in Economics*. New York: CEE.
- Geography Education National Implementation Project (GENIP). 2012. *Geography for Life: National Geography Standards*. Silver Spring, MD: GENIP
- National Center for History in the Schools (NCHS). 1996. *National Standards for History*. Los Angeles: University of California Los Angeles (UCLA Department of History Public History Initiative).

State Social Studies Standards were referenced, including:

- Arizona Department of Education. 2017. *Academic Standards K-12 Social Studies (draft)*. Phoenix, AD: Arizona Department of Education,
- The College Board (Advanced Placement). 2016. *Historical Thinking Skills*. New York: The College Board.
- Delaware Department of Education. 2016. *Delaware State Standards for Social Studies*. Dover, DE: Delaware Department of Education,
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- Illinois State Board of Education. 2016. *Social Science Learning Standards*. Springfield, IL: Illinois State Board of Education,
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- Wisconsin Department of Public Instruction. 1998. *Wisconsin's Model Academic Standards for Social Studies*. Madison, WI: Wisconsin Department of Public Instruction.



## Standards Structure

The *Wisconsin Standards for Social Studies* follow a specific structure.

### Standards Formatting

- **Content Area (Strand):** History
- **Standard:** Broad statement that tells what students are expected to know or be able to do
- **Learning Priority:** Breaks down the broad statement into manageable learning pieces
- **Performance Indicator by Grade Band:** Measurable degree to which a standard has been developed and/or met

Content areas for social studies in this code structure include:

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

### Grade Bands

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

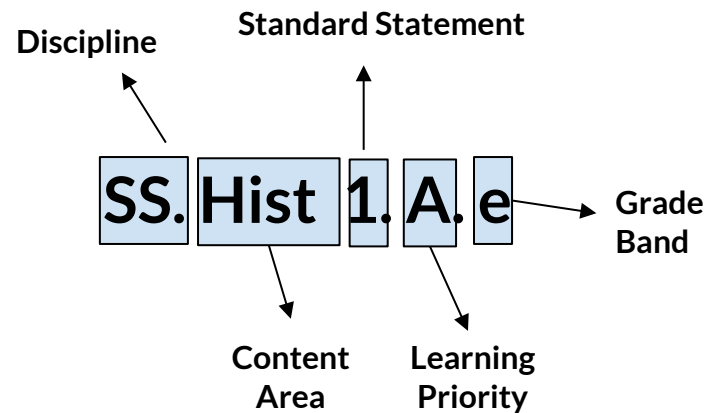
## Content Area: Social Studies Inquiry Practices and Processes (Inq)

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.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (l)	6-8 (m)	9-12 (h)
<b>Inq1.a: Develop questions based on a topic.</b>	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.
<b>Inq1.b: Plan an inquiry.</b>	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.



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

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

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

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

## Definitions

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

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

**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.

Appendices for the standards document may provide more guidance for curriculum work and should be referenced when starting a revision cycle.

## Social Studies Strands



### Social Studies Inquiry Practices and Processes

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

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

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

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

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



### **Behavioral Sciences Strand**

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



### **Economics Strand**

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



### **Geography Strand**

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



### **History Strand**

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



### **Political Science Strand**

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

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

## Wisconsin students will...

### Social Studies Inquiry Practices and Processes

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

### Behavioral Science

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

### Economics

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

### Geography

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

### History

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

### Political Science

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

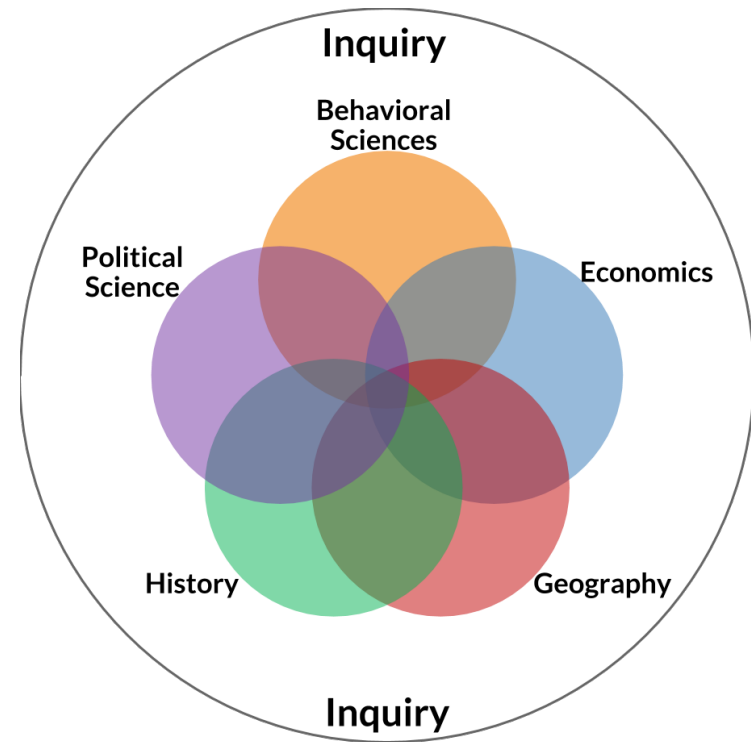
## Standards, Learning Priorities, and Performance Indicators for Social Studies

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

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

The 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 and is supported by the work of the *College, Career, and Civic Life Ready Framework for State Social Studies Standards*, published by the National Council for the Social Studies in 2013.

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



Section III

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**Discipline: Social Studies (SS) Standards**

## 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.**

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Inq1.a: Develop questions based on a topic</b>	SS.Inq1.a.e Explain why 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.
<b>Inq1.b: Plan an inquiry</b>	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.



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

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</b>	<p>SS.Inq2.a.e</p> <p>Brainstorm what resources would be valuable to guide the inquiry.</p>	<p>SS.Inq2.a.i</p> <p>Gather a variety of resources into categories to guide the inquiry.</p>	<p>SS.Inq2.a.m</p> <p>Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p>	<p>SS.Inq2.a.h</p> <p>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, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>
<b>Inq2.b: Evaluate sources</b>	<p>SS.Inq2.b.e</p> <p>Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p>	<p>SS.Inq2.b.i</p> <p>Evaluate resources to determine which best support the inquiry and supporting questions.</p>	<p>SS.Inq2.b.m</p> <p>Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p>	<p>SS.Inq2.b.h</p> <p>Analyze and weigh 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>

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

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Inq3.a: Develop claims to answer an inquiry question</b>	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering.	SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.	SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
<b>Inq3.b: Cite evidence from multiple sources to support a claim</b>	SS.Inq3.b.e Determine which evidence in teacher-provided sources support a claim that answers a compelling question.	SS.Inq3.b.i Select appropriate evidence from sources to support a claim.	SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).	SS.Inq3.b.h Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).
<b>Inq3.c: Elaborate how evidence supports a claim</b>	SS.Inq3.c.e Explain how evidence supports a claim for a class inquiry.	SS.Inq3.c.i Assess how evidence supports a claim.	SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.

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

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

**Performance Indicators (by Grade Band)**

<b>Learning Priority</b>	<b>K-2 (e)</b>	<b>3-5 (i)</b>	<b>6-8 (m)</b>	<b>9-12 (h)</b>
<b>Inq4.a: Communicate conclusions</b>	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 (i.e. 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).
<b>Inq4.b: Critique conclusions</b>	SS.Inq4.b.e Respond effectively to questions about their inquiry.	SS.Inq4.b.i Evaluate the strength of a 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.

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

Standard SS.Inq5: Wisconsin students will be civically engaged.

**Performance Indicators (by Grade Band)**

<b>Learning Priority</b>	<b>K-2 (e)</b>	<b>3-5 (i)</b>	<b>6-8 (m)</b>	<b>9-12 (h)</b>
<b>Inq5.a: Civic engagement</b>	<p>SS.Inq5.a.e</p> <p>Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>SS.Inq5.a.i</p> <p>Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>SS.Inq5.a.m</p> <p>Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>SS.Inq5.a.h</p> <p>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.</p>

## Content Area: Behavioral Sciences (BH)



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

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>BH1.a: Individual cognition, perception, and behavior</b>	<p>SS.BH1.a.2</p> <p>Understand we are individuals influenced by our relationships and environments.</p>	<p>SS.BH1.a.4</p> <p>Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.</p>	<p>SS.BH1.a.m</p> <p>Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p>	<p>SS.BH1.a.h</p> <p>Analyze biological and environmental factors that influence a person's cognition, perception, and behavior.</p> <p>Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.</p> <p>Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p>
<b>BH1.b: Personal identity and empathy</b>	<p>SS.BH1.b.2</p> <p>Identify situations and places that impact a person's emotions.</p>	<p>SS.BH1.b.4</p> <p>Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.</p>	<p>SS.BH1.b.m</p> <p>Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p>SS.BH1.b.h</p> <p>Examine the effects of discrimination on identity.</p> <p>Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p>

## Content Area: Behavioral Sciences (BH)

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>BH2.a: Relationship of people and groups</b>	<p>SS.BH2.a.K-1</p> <p>Describe how groups of people are alike and different.</p>	<p>SS.BH2.a.4-5</p> <p>Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p>	<p>SS.BH2.a.m</p> <p>Summarize the role culture plays in personal and group behavior.</p> <p>Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>	<p>SS.BH2.a.h</p> <p>Investigate how language and culture can unify a group of people.</p> <p>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).</p>
	<p>SS.BH2.b.1</p> <p>Understand ways people change and adapt to new situations in places and within a family.</p>	<p>SS.BH2.b.4</p> <p>Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.</p>	<p>SS.BH2.b.m</p> <p>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.</p>	<p>SS.BH2.b.h</p> <p>Critique interpretations of how different cultures interact with their environment.</p>

## Content Area: Behavioral Sciences (BH)

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

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>BH3.a: Social interactions</b>	<p>SS.BH3.a.2</p> <p>Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).</p>	<p>SS.BH3.a.5</p> <p>Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.</p>	<p>SS.BH3.a.m</p> <p>Analyze how a person’s local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>SS.BH3.a.h</p> <p>Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.</p> <p>Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>

**Content Area: Behavioral Sciences (BH)**

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

**Performance Indicators (by Grade Band)**

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>BH4.a: Progression of technology</b>	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.



## Content Area: Economics (Econ)



Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ1.a: Choices and decision making</b>	<p>SS.Econ1.a.1</p> <p>Differentiate between a “want” and a “need”.</p> <p>Describe resources that are important or useful to you, your family, community, and country.</p>	<p>SS.Econ1.a.3</p> <p>Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).</p>	<p>SS.Econ1.a.m</p> <p>Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations.</p> <p>Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p>	<p>SS.Econ1.a.h</p> <p>Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.</p>
<b>Econ1.b: Incentives</b>	<p>SS.Econ1.b.2</p> <p>Predict a person’s change in behavior in response to different potential rewards.</p>	<p>SS.Econ1.b.4</p> <p>Infer potential incentives in a real-world situation.</p>	<p>SS.Econ1.b.m</p> <p>Evaluate how incentives impact individual and/or household decision making.</p>	<p>SS.Econ1.b.h</p> <p>Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>

## Content Area: Economics (Econ)

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses (Microeconomics).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ2.a: Consumers, producers, and markets</b>	<p>SS.Econ2.a.1</p> <p>Differentiate between buyers (consumers) and sellers (producers).</p>	<p>SS.Econ2.a.3-4</p> <p>Compare two product markets found in the local community.</p> <p>Differentiate between goods and services.</p>	<p>SS.Econ2.a.m</p> <p>Analyze the role of consumers and producers in product markets.</p> <p>Provide examples of how individuals and households are both consumers and producers.</p>	<p>SS.Econ2.a.h</p> <p>Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p>
<b>Econ2.b: Supply, demand, and competition</b>	<p>SS.Econ2.b.2</p> <p>Define product market and categorize prices of products in a local market.</p>	<p>SS.Econ2.b.4-5</p> <p>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.</p>	<p>SS.Econ2.b.m</p> <p>Investigate the relationship between supply and demand.</p> <p>Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p>	<p>SS.Econ2.b.h</p> <p>Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.</p> <p>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.</p>

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## Content Area: Economics (Econ)

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics) (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ2.c: Firm/business behavior and costs of production</b>	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.

## Content Area: Economics (Econ)

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ3.a: Economic indicators</b>	<p>SS.Econ3.a.1</p> <p>Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).</p>	<p>SS.Econ3.a.4</p> <p>Investigate how the cost of things changes over time.</p>	<p>SS.Econ3.a.m</p> <p>Analyze how inflation, deflation, and unemployment affect different groups.</p>	<p>SS.Econ3.a.h</p> <p>Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> <p>Analyze why unemployment rates differ for people of different ages, races, and genders.</p> <p>Use economic indicators to analyze the current and future state of the economy.</p>
<b>Econ3.b: Money</b>	<p>SS.Econ3.b.1</p> <p>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</p> <p>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</p> <p>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</p> <p>Evaluate the structure and functions of money in the United States, including the role of interest rates.</p>

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**Content Area: Economics (Econ)**

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics) (cont'd).

**Performance Indicators (by Grade Band)**

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<p><b>Econ 3.c: Economic fluctuations and business cycles</b></p>			<p>SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.</p>	<p>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 or recession, trough).</p>

## Content Area: Economics (Econ)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ4.a: Economic systems and allocation of resources</b>	<p>SS.Econ4.a.2</p> <p>Hypothesize how a good gets to the local community market.</p>	<p>SS.Econ4.a.3</p> <p>Trace the chain of supply for a needed product (e.g., food, shelter).</p>	<p>SS.Econ4.a.m</p> <p>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).</p>	<p>SS.Econ4.a.h</p> <p>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.</p> <p>Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.</p>

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## Content Area: Economics (Econ)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government) (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ4.b: Institutions</b>	<p>SS.Econ4.b.1</p> <p>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</p> <p>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</p> <p>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</p> <p>Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or 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>

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## Content Area: Economics (Econ)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government) (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ4.c: Role of government</b>	<p>SS.Econ4.c.2</p> <p>Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</p>	<p>SS.Econ4.c.5</p> <p>Discuss reasons a government taxes people.</p>	<p>SS.Econ4.c.m</p> <p>Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p>	<p>SS.Econ4.c.h</p> <p>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.</p>
<b>Econ4.d: Impact of government interventions</b>	<p>SS.Econ4.d.1</p> <p>Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).</p>	<p>SS.Econ4.d.5</p> <p>Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.</p>	<p>SS.Econ4.d.m</p> <p>Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p>	<p>SS.Econ4.d.h</p> <p>Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.</p> <p>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.</p>



## Content Area: Economics (Econ)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government) (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Econ4.e: Specialization, trade, and interdependence</b>	<p>SS.Econ4.e.2</p> <p>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</p> <p>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</p> <p>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</p> <p>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>

## Content Area: Geography (Geog)



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

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Geog1.a: Tools of geography</b>	<p>SS.Geog1.a.1</p> <p>Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p>	<p>SS.Geog1.a.4-5</p> <p>Summarize how location (absolute and relative) affects people, places, and environment.</p> <p>Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p>	<p>SS.Geog1.a.m</p> <p>Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).</p>	<p>SS.Geog1.a.h</p> <p>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.</p> <p>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.</p>

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## Content Area: Geography (Geog)

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Geog1.b: Spatial thinking (map interpretation)</b>	<p>SS.Geog1.b.1-2</p> <p>Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p>	<p>SS.Geog1.b.i</p> <p>Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p>	<p>SS.Geog1.b.m</p> <p>Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>	<p>SS.Geog1.b.h</p> <p>Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.</p>
<b>Geog1.c: Mental mapping and maps from memory</b>	<p>SS.Geog1.c.1</p> <p>Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p>	<p>SS.Geog1.c.4-5</p> <p>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.</p> <p>Identify and construct regions (digital or paper) in Wisconsin and the United States.</p>	<p>SS.Geog1.c.m</p> <p>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.</p> <p>Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p>	<p>SS.Geog1.c.h</p> <p>Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.</p> <p>Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.</p>

## Content Area: Geography (Geog)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Geog2.a: Population and place</b>	<p>SS.Geog2.a.K-1</p> <p>Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p>	<p>SS.Geog2.a.3</p> <p>Categorize the populations of people living in their state and country. 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 or nation).</p>	<p>SS.Geog2.a.m</p> <p>Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p>	<p>SS.Geog2.a.h</p> <p>Evaluate population policies by analyzing how governments affect population change. Analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.</p>
<b>Geog2.b: Reasons people move</b>	<p>SS.Geog2.b.2</p> <p>Explain why people have moved to and away from their community.</p>	<p>SS.Geog2.b.5</p> <p>Investigate push and pull factors of movement in their community, state, country, and world.</p>	<p>SS.Geog2.b.m</p> <p>Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p>	<p>SS.Geog2.b.h</p> <p>Evaluate the impact of major international migrations, both past and present, on physical and human systems.</p>
<b>Geog2.c: Impact of movement</b>	<p>SS.Geog2.c.2</p> <p>Describe population changes in their community over time.</p>	<p>SS.Geog2.c.5</p> <p>Describe population changes in their state and country over time.</p>	<p>SS.Geog2.c.m</p> <p>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.</p>	<p>SS.Geog2.c.h</p> <p>Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.</p>

NOTE: This standard continued on next page.

## Content Area: Geography (Geog)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Geog2d. Urbanization</b>	SS.Geog2.d.1 Identify and explain differences between rural and urban areas.	SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.	SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.	SS.Geog2.d.h 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.

## Content Area: Geography (Geog)

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

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Geog3.a: Distribution of resources</b>	<p>SS.Geog3.a.1</p> <p>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</p> <p>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</p> <p>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</p> <p>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>
<b>Geog3.b: Networks</b>	<p>SS.Geog3.b.2</p> <p>Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p>	<p>SS.Geog3.b.4</p> <p>Classify various ways that people and countries depend on one another.</p> <p>Summarize how transportation and communication have changed economic activities over time.</p>	<p>SS.Geog3.b.m</p> <p>Analyze spatial patterns of social and economic development in a variety of regions in the world.</p> <p>Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p>	<p>SS.Geog3.b.h</p> <p>Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.</p> <p>Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).</p>

## Content Area: Geography (Geog)

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Geog4.a: Characteristics of place</b>	<p>SS.Geog4.a.2</p> <p>Categorize characteristics of the local community (e.g., weather and 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</p> <p>Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or 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 responding to a new playground).</p>	<p>SS.Geog4.a.m</p> <p>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</p> <p>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> <p>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.</p>

## Content Area: Geography (Geog)

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Geog5.a: Human environment interaction</b>	<p>SS.Geog5.a.1</p> <p>Provide examples of human changes to the environment surrounding the school or neighborhood.</p>	<p>SS.Geog5.a.3-4</p> <p>Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.</p>	<p>SS.Geog5.a.m</p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.</p>	<p>SS.Geog5.a.h</p> <p>Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.</p>
<b>Geog5.b: Interdependence</b>	<p>SS.Geog5.b.2</p> <p>Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>	<p>SS.Geog5.b.5</p> <p>Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).</p>	<p>SS.Geog5.b.m</p> <p>Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p> <p>Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.</p>	<p>SS.Geog5.b.h</p> <p>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.</p>



## History



### Historical Eras and Themes

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

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

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

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

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

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

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

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

<b>Before 1607</b>	First People and Nations
<b>1607 - 1754</b>	Meeting of Peoples and Cultures
<b>1754 - 1800</b>	American Revolution and Early National Period
<b>1800 - 1861</b>	Nationalism, and the Growth and Expansion of Slavery in an Expanding Country
<b>1861 - 1877</b>	Civil War and Reconstruction
<b>1870 - 1930</b>	Industrialization, Urbanization, Labor, and Immigration
<b>1890 - 1945</b>	The Progressive Era , Prosperity and Depression, and World Wars
<b>1945 - 1980</b>	Post-War Economic and Population Growth, Suburbanization, the Cold War, and Civil Rights
<b>1980 - Present</b>	The Modern Era

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

The study of World History includes civilizations from Africa, the Americas, Asia (East, South, Southeast, Southwest), Europe, and Oceania.

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

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

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

## Content Area: History (Hist)



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

### Performance Indicators (by Grade Band)

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

## Content Area: History (Hist)

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

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Hist2.a: Patterns stay the same over a period of time</b>	SS.Hist2.a.e Identify patterns of what <b>stayed the same</b> to self, family, and community over time.	SS.Hist2.a.i Describe patterns of <b>continuity</b> over time in the community, state, and the United States.	SS.Hist2.a.m Explain patterns of <b>continuity</b> 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 <b>continuity</b> in the community, the state, the United States, and the world.
<b>Hist2.b: Patterns change over a period of time</b>	SS.Hist2.b.e Identify patterns of <b>change</b> to self, family, and community over time.	SS.Hist2.b.i Describe patterns of <b>change</b> over time in the community, state, and the United States.	SS.Hist2.b.m Explain patterns of <b>change</b> 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 <b>change</b> in the community, the state, the United States and the world.
<b>Hist2.c: Contextualization</b>	SS.Hist2.c.e Explain how something happening outside of your home can affect your family.	SS.Hist2.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.

## Content Area: History (Hist)

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.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Hist3.a: Connections</b>	SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.	SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.	SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.
<b>Hist3.b: Perspective</b>	SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.	SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.	SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.	SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.
<b>Hist3.c: Current implications</b>	SS.Hist3.c.e Explain how something from the past can affect your life now.	SS.Hist3.c.i Explain how historical events have possible implications on the present.	SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.	SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

## Content Area: History (Hist)

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

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Hist4.a: Historical context</b>	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.
<b>Hist4.b: Intended audience</b>	SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.	SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.	SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.	SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.
<b>Hist4.c: Purpose</b>	SS.Hist4.c.e Create one primary source about your life.	SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.	SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source.
<b>Hist4.d: Point of view (POV)</b>	SS.Hist4.d.e Identify the POV of your own primary or secondary source.	SS.Hist4.d.i Describe the impact of the POV of the author 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.

## Content Area: Political Science (PS)



Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS1.a: Values and principles of American constitutional democracy</b>	<p>SS.PS1.a.K-1</p> <p>Describe symbols, songs, and traditions that identify our state and country.</p> <p>Assess the importance of rules and laws at home, in school, and in the community.</p>	<p>SS.PS1.a.i</p> <p>Differentiate between majority rule and minority rights (as a function of a democratic republic).</p> <p>Hypothesize why laws and constitutions exist.</p>	<p>SS.PS1.a.m</p> <p>Investigate the components of responsible citizenship.</p> <p>Summarize the importance of rule of law.</p>	<p>SS.PS1.a.h</p> <p>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.</p> <p>Analyze sources of governmental authority.</p>

NOTE: This standard continued on next page.



## Content Area: Political Science (PS)

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS1.b: Origins and foundation of the government of the United States</b>	<p>SS.PS1.b.1-2</p> <p>Compare contributions of two or more influential people related to the founding of the United States.</p>	<p>SS.PS1.b.4-5</p> <p>Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.</p> <p>Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p> <p>Apply key elements of the Wisconsin Constitution to the local community.</p>	<p>SS.PS1.b.m</p> <p>Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p> <p>Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p> <p>Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p>	<p>SS.PS1.b.h</p> <p>Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.</p> <p>Analyze the foundational ideas of United States government that are embedded in founding era documents.</p> <p>Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.</p> <p>Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare or contrast to the United States Constitution.</p>

## Content Area: Political Science (PS)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS2.a: Civil rights and civil liberties</b>	<p>SS.PS2.a.1-2</p> <p>Compare 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>SS.PS2.a.i</p> <p>Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.</p> <p>Summarize the actions of people and groups that have advanced civil rights for individuals.</p> <p>Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>	<p>SS.PS2.a.m</p> <p>Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p> <p>Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p> <p>Predict how collective action movements work to extend equal rights to groups and individuals.</p>	<p>SS.PS2.a.h</p> <p>Critique the struggle for suffrage and citizenship since the founding period.</p> <p>Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.</p> <p>Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.</p>
<b>PS2.b: Fundamentals of citizenship</b>	<p>SS.PS2.b.2</p> <p>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</p> <p>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</p> <p>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</p> <p>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>

NOTE: This standard continued on next page.

## Content Area: Political Science (PS)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS2.c: Asserting and reaffirming of human rights</b>	<p>SS.PS2.c.1-2</p> <p>Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or 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</p> <p>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</p> <p>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</p> <p>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>

## Content Area: Political Science (PS)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS3.a: Political participation</b>	<p>SS.PS3.a.1</p> <p>Describe and explain the effect an action has on members of a group.</p> <p>Express an opinion and vote on a topic in their lives.</p>	<p>SS.PS3.a.4-5</p> <p>Investigate reasons why citizens participate in elections.</p> <p>Identify their role in government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.a.m</p> <p>Assess voter participation in elections.</p> <p>Explain their role in government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.a.h</p> <p>Create and evaluate solutions to increase voter participation.</p> <p>Evaluate their role in government at the local, state, tribal, and federal levels.</p>
<b>PS3.b: Linkage institutions</b>	<p>SS.PS3.b.e</p> <p>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</p> <p>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</p> <p>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</p> <p>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>

NOTE: This standard continued on next page.

## Content Area: Political Science (PS)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions (cont'd).

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS3.c: Power in government</b>	<p>SS.PS3.c.1</p> <p>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).</p>	<p>SS.PS3.c.4-5</p> <p>Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.c.m</p> <p>Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.c.h</p> <p>Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.</p> <p>Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p>
<b>PS3.d: Public policy</b>	<p>SS.PS3.d.1</p> <p>Predict how people come up with different ideas to solve a problem.</p>	<p>SS.PS3.d.5</p> <p>Provide examples of how different governments solve problems.</p>	<p>SS.PS3.d.m</p> <p>Analyze how governments address and solve problems through the public policy process.</p>	<p>SS.PS3.d.h</p> <p>Evaluate the effectiveness of public policy actions and processes.</p>

## Content Area: Political Science (PS)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

### Performance Indicators (by Grade Band)

Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS4.a: Argumentation</b>	SS.PS4.a.e Compare and contrast perspectives on the same topic.	SS.PS4.a.i Compile relevant information to form a political argument taking other points of view into account.	SS.PS4.a.m Assemble an argument utilizing multiple sources of information.	SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.
<b>PS4.b: Compromise, diplomacy, and consensus building</b>	SS.PS4.b.2 Give an example of a compromise.	SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.