

## 5th Grade Social Studies

<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
<i>Social Studies</i>	<i>Full School Year</i>
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
<i>5th Grade</i>	<a href="#">2016</a>
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
<i>NA</i>	<i>December 14, 2021</i>
<b>PRIMARY RESOURCE if applicable</b>	
<i>To Be Determined</i>	
<i>The use of primary and secondary sources are built in each unit to support the inquiry standards</i>	

## DESIRED RESULTS

<b>COURSE DESCRIPTION AND PURPOSE</b>	
<i>5th Grade Social Studies</i> <i>Native America, The Thirteen Colonies, The American Revolution, Rights and Responsibilities</i>	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How do individuals develop over time? How do external factors influence our identity and behavior?
	How am I influenced by institutions? How do institutions change? What is my role in institutional change?

<p><b>POWER, AUTHORITY, AND GOVERNANCE:</b> The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</p>	<p>How do different political and economic systems affect civic life?</p>
<p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</b> People have wants that often exceed the limited resources available to them.</p>	<p>What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?</p>
<p><b>SCIENCE, TECHNOLOGY, AND SOCIETY:</b> Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p>	<p>How do technology influence social and cultural change in a global society?</p>
<p><b>GLOBAL CONNECTIONS:</b> Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p>	<p>How does diversity impact society?</p>
<p><b>CIVIC IDEALS AND PRACTICE:</b> Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p>	<p>What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?</p>
<p><b>PRIORITY CONTENT STANDARDS</b></p>	<p><b>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</b></p>
<p>Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)</p>	<p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p>
<p>Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	<p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p>
<p>Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.</p>	<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>
<p>Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)</p>	<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>
<p>Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i>.</p>	<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>
<p>Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)</p>	
<p>Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.</p>	

## Unit 1: Native America

### ESSENTIAL QUESTIONS

Why is the past important to us today?  
 How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?  
 How do geography, climate, and resources affect the way people live and work?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.BH3</b> Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	<b>BH3.a: Social interactions</b> I investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.  I understand that my culture influences how I think about things and I may think differently than people from other cultures. When our thinking is different it can lead to a misunderstanding.
<b>Standard SS.His1</b> Wisconsin students will use historical evidence for determining cause and effect.	<b>SS.His1.a.Cause</b> I use evidence to draw conclusions about probable causes of historical events, issues, and problems.  <b>SS.His1.b.Effect</b> I use evidence to draw conclusions about probable effects of historical events, issues, and problems.

### PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

<b>Standard SS.Inq.1</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	<b>SS.Inq1.a Develop questions based on a topic</b> I develop list of open- and closed-ended questions on a topic or issue.  <b>SS.inq1.b. Plan an inquiry</b> I develop list of questions that support the research through discussion and investigation to guide inquiry.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning.	<b>SSInq3.a Develop claims to answer an inquiry question.</b> I create a thesis statement based on evidence found in sources to make a claim  <b>SSInq3.b Cite evidence from multiple sources to support a claim.</b> I select appropriate evidence from sources to support a claim.  <b>SSInq3.c Elaborate how evidence supports a claim</b> I assess how evidence supports a claim.
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SSInq4.a Communicate conclusions</b> I communicate conclusions from a variety of teacher-provided presentation options.  <b>SSInq4.a Critique conclusions</b> I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.
<b>Standard SS.Inq5</b> Wisconsin students will be civically engaged.	<b>SSInq5.a. Civic engagement</b> I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

### DISCIPLINARY CONCEPT

### KEY UNIT CONTENT

Cultures of our country's indigenous American peoples - past and present	Native American Life in different cultural & geographic areas Native American Storytelling to transmit history and culture - Folktale Investigation - Investigating a Winter Count First Thanksgiving - Sources and Perspectives
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**SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS**

<b>Standard SS.Geog4</b> Wisconsin students will evaluate the relationship between identity and place.	<b>SS.Geog4.a.Characteristics of Place</b> I compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.
<b>Standard SSHist.3</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	<b>SS.Hist3.b.Perspective</b> I identify different historical perspectives regarding people and events in the past.

**COMPELLING UNIT QUESTION**

How can we better honor the cultural heritage of this land?

<b>SUPPORT QUESTION 1</b>	<b>SUPPORT QUESTION 2</b>
What was life like for historical Native American cultures?	What can stories teach us about people and cultures?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
As an informal pre-assessment, observe the class and gauge their general entry point to key concepts and skills; look for prior knowledge or misconceptions about Native American history and culture Assess ability to identify key information from the presentations; look for Accurate information about each cultural area, Identifies similarities and differences between cultural areas, and Describes what makes a cultural area unique	Students use evidence to draw conclusions about and explain how stories can teach about the cultures and environments of the people who created them in written reflection
<b>SUPPORT QUESTION 3</b>	<b>SUPPORT QUESTION 4</b>
How can artifacts teach us about the past?	Can we know the whole story behind an historical event?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Students analyze artifacts using a rubric to assess their ability to accurately describe the artifact, interpret how the shape and materials provide clues about the object's function or purpose, draw conclusions about the people of the cultural area and time period, and sketch the artifact to show details	Students make a claim statement with at least 3 pieces of accurate evidence aligned to the content ( winter count - First Thanksgiving) and reasoning that links the evidence to the claim (explains how this evidence supports a claim that their perception was changed or unchanged)

**SUMMATIVE ASSESSMENT TASK(s)**

Students will reflect on their understanding of Native American history to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a [menu of active inquiry products](#): written, presentation, 2D or 3D product in response to their inquiry challenge statement.  
[Inquiry Product Rubric Guide](#)

**CIVIC ENGAGEMENT**

Students will reflect on their understanding of Native American history to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a [menu of active inquiry products](#): written, presentation, 2D or 3D product in response to their inquiry challenge statement.  
[Inquiry Product Rubric Guide](#)

## Unit 2: The Thirteen Colonies

### ESSENTIAL QUESTIONS

Why is the past important to us today?  
 How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?  
 How do geography, climate, and resources affect the way people live and work?  
 How do external factors influence our identity and behavior?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.BH3</b> Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology)	<b>SS.BH3.a Social Interactions</b> I understand that a person's culture influences how they think about things and they may think differently than people from other cultures. When our thinking is different it can lead to a misunderstanding.
<b>Standard SS.Hist1</b> Wisconsin students will use historical evidence for determining cause and effect.	<b>SS.Hist1.a.Cause</b> I use evidence to draw conclusions about probable causes of historical events, issues, and problems.
	<b>SS.Hist1.b.Effect</b> I use evidence to draw conclusions about probable effects of historical events, issues, and problems.
<b>Standard SS.PS2</b> Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	<b>SS.PS2.a.Civil rights and civil liberties</b> I identify and describe basic human liberties (i.e., thought, expression, privacy).
	<b>SS.PS2.c.Asserting and reaffirming of human rights</b> I critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.
	I 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.

### PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

<b>Standard SS.Inq.2</b> Wisconsin students will gather and evaluate resources	<b>SS.Inq2.a Gather diverse sources applicable to the inquiry</b> I gather a variety of resources into categories to guide the inquiry
	<b>SS.inq2.b Evaluate sources</b> I evaluate resources to determine which best support the inquiry and supporting questions.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning	<b>SSInq3.b Cite evidence from multiple sources to support a claim.</b> I select appropriate evidence from sources to support a claim.
	<b>SSInq3.c Elaborate how evidence supports a claim</b> I assess how evidence supports a claim.
<b>Standard SS.Inq5</b> Wisconsin students will be civically engaged.	<b>SSInq5.a. Civic engagement</b> I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

**DISCIPLINARY CONCEPT**

**KEY UNIT CONTENT**

Colonial America	Push and Pull Factors The Columbian Exchange Migration to the Americas New England, Middle, and Southern Colonies Mayflower Compact Colonial Regions Characteristics, Goods, and Services of the Colonies Slavery in the Colonies
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**SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS**

<b>Standard SS.BH1</b> Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	<b>BH1.a Individual cognition, perception, and behavior</b> I describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.  <b>BH1.b. Personal identity and empathy</b> I describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image, empathy, and personal identity.
<b>Standard SS.BH2</b> Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology)	<b>BH2.a Relationship of people and groups</b> I compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.  <b>BH2.b Cultural patterns</b> I give examples of how peoples from different cultures develop different values and ways of interpreting experiences.
<b>Standard SS.Geog2</b> Wisconsin students will analyze human movement and population patterns.	<b>SS.Geog2.b.Reasons people move</b> I investigate push and pull factors of movement in a community, state, country, and the world.
	<b>SS.Geog2.c Impact of movement</b> I describe population changes in the state and country over time.
<b>Standard SS.Hist2</b> Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	<b>SS.Hist2.b.Patterns change over a period of time</b> I describe patterns of change over time in the community, state, and the United States.
	<b>SS.Hist2.c.Contextualization</b> I analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
<b>Standard SS.Hist3</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	<b>SS.Hist3.b.Perspective</b> I identify different historical perspectives regarding people and events in the past.
	<b>SS.Hist3.c.Current implications</b> I explain how historical events have possible implications on the present.

**COMPELLING UNIT QUESTION**

How can facing the complexities of America's past help us to meet the challenges of the present?

<b>SUPPORT QUESTION 1</b>	<b>SUPPORT QUESTION 2</b>
What did the So-Called New World represent for Native Americans, Africans, and Europeans?	How do cooperation and conflict affect the survival of a community?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>

<p>Students will reflect on their learning to cite push and pull factors to explain migration to and within the Americas, provide accurate examples of forces and impacts related to global exchange, and use evidence to describe the significance of North America for various groups.</p>	<p>Assess student skills to provide examples of cooperation and conflict in the establishment of the first European settlements, use evidence to illustrate interactions and interdependence between Europeans and Native Americans, and draw reasoned conclusions about cause-and-effect relationships using primary and secondary sources.</p>
<p style="text-align: center;"><b>SUPPORT QUESTION 3</b></p>	<p style="text-align: center;"><b>SUPPORT QUESTION 4</b></p>
<p>How did culture, geography, and economics shape the development of different colonial regions?</p>	<p>How did social structures impact people in colonial America?</p>
<p style="text-align: center;"><b>FORMATIVE ASSESSMENT TASK</b></p>	<p style="text-align: center;"><b>FORMATIVE ASSESSMENT TASK</b></p>
<p>Students will provide conclusions about regional characteristics, provide examples of the relationship between geography and economic opportunities, and draw connections between economic factors and the rise of slavery.</p>	<p>Students will provide examples to describe how race, gender, and socioeconomics determined status in Colonial society, generate observations, inferences or questions about the maker's perspective in a historical source, and give historical examples of how individuals and groups have fought against oppression.</p>
<p style="text-align: center;"><b>SUMMATIVE ASSESSMENT TASK(s)</b></p>	
<p>Students will reflect on the Inquiry Question: How can facing the complexities of America's past help us to meet the challenges of the present? In response, students will construct an inquiry challenge statement and prepare a 2D product in response to their inquiry challenge statement.  <a href="#">Inquiry Product Rubric Guide</a></p>	
<p style="text-align: center;"><b>CIVIC ENGAGEMENT</b></p>	
<p>Students will reflect on the Inquiry Question: How can facing the complexities of America's past help us to meet the challenges of the present? In response, students will construct an inquiry challenge statement and prepare a 2D product in response to their inquiry challenge statement.  <a href="#">Inquiry Product Rubric Guide</a></p>	

## Unit 3: The American Revolution

### ESSENTIAL QUESTIONS

Why is the past important to us today?  
 How do external factors influence our identity and behavior?  
 How do different political and economic systems affect civic life?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Hist1</b> Wisconsin students will use historical evidence for determining cause and effect.	<b>SS.Hist1.a.Cause</b> I use evidence to draw conclusions about probable causes of historical events, issues, and problems.
	<b>SS.Hist1.b.Effect</b> I use evidence to draw conclusions about probable effects of historical events, issues, and problems.
<b>Standard SS.PS2</b> Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	<b>SS.PS2.a.Civil rights and civil liberties</b> I investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.
	I summarize the actions of people and groups that have advanced civil rights for individuals.
	I identify and describe basic human liberties (i.e., thought, expression, privacy).
<b>Standard SS.PS4</b> Wisconsin students will develop and employ skills for civic literacy.	<b>SS.PS4.a.Argumentation</b> I compile relevant information to form a political argument and taking other points of view into account.
	<b>SS.PS4.b.Compromise, diplomacy, and consensus building</b> I describe what influences different political attitudes and actions and how diverse groups can work towards consensus.

### PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

<b>Standard SS.Inq.1</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	<b>SS.Inq1.a Develop questions based on a topic</b> I develop list of open- and closed-ended questions on a topic or issue.
	<b>SS.inq1.b. Plan an inquiry</b> I develop list of questions that support the research through discussion and investigation to guide inquiry.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning	<b>SSInq3.b Cite evidence from multiple sources to support a claim.</b> I select appropriate evidence from sources to support a claim.
	<b>SSInq3.c Elaborate how evidence supports a claim</b> I assess how evidence supports a claim.
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SSInq4.a Communicate conclusions</b> I communicate conclusions from a variety of teacher-provided presentation options.
	<b>SSInq4.a Critique conclusions</b> I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.

DISCIPLINARY CONCEPT

KEY UNIT CONTENT



The Foundation for American Government	Colonial Identity Stamp Act Boston Massacre Boston Tea Party Intolerable Acts Founding Fathers Declaration of Independence 4th of July The Constitution Bill of Rights
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**SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS**

<b>Standard SS.BH2</b> Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology)	<b>BH2.b Cultural patterns</b> I give examples of how peoples from different cultures develop different values and ways of interpreting experiences.
<b>Standard SS.Econ4</b> Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	<b>SS.Econ4.c.Role of government</b> I discuss reasons a government taxes people
<b>Standard SS.Hist2</b> Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	<b>SS.Hist2.c.Contextualization</b> I analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
<b>Standard SS.Hist3</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	<b>SS.Hist3.b.Perspective</b> I identify different historical perspectives regarding people and events in the past.
	<b>SS.Hist3.c.Current implications</b> I explain how historical events have possible implications on the present.
<b>Standard SS.PS1</b> Wisconsin students will identify and analyze democratic principles and ideals.	<b>SS.PS1.a.Values and principles of American constitutional democracy</b> I differentiate between majority rule and minority rights (as a function of a democratic republic).  I hypothesize why laws and constitutions exist
	<b>SS.PS1.b.Origins and foundation of the government of the United States</b> I summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.

**COMPELLING UNIT QUESTION**

How can we promote life, liberty, and the pursuit of happiness for all?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
What sparks a revolution?	What contributes to success?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Students identify reasons the colonists were unhappy with the British and wanted to rebel, demonstrate both British and colonist perspectives on an event and why they were different, and connect two distinct events that fueled the revolution.	Students will write a claim statement with (3) pieces of accurate evidence about the events of the American Revolution and provide reasoning that links the evidence to the claim.
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)

What makes someone a revolutionary?	How can we promote the ideals of the revolution?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Students describe an individual or group's contribution to the American Revolution, and why it is important to honor this individual or group.	Students can identify early governing documents, use evidence to describe why the government changed in the early years of the US, and give examples of how the new nation did and did not live up to the ideals of the revolution.
<b>SUMMATIVE ASSESSMENT TASK(s)</b>	
Students will reflect on learning about the American Revolution to identify problems and opportunities in the world around them. They will Construct an Inquiry Challenge Statement to guide them in taking informed action. Students will design, create, and present a <a href="#">written product</a> in response to this inquiry challenge.	
<b>CIVIC ENGAGEMENT</b>	
Students will reflect on learning about the American Revolution to identify problems and opportunities in the world around them. They will Construct an Inquiry Challenge Statement to guide them in taking informed action. Students will design, create, and present a <a href="#">written product</a> in response to this inquiry challenge.	

## Unit 4: Rights and Responsibilities

### ESSENTIAL QUESTIONS

What knowledge and skills are needed to participate effectively in our political system?  
 What is the role of the citizen in the community and the nation, and as a member of the world community?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Hist1</b> Wisconsin students will use historical evidence for determining cause and effect.	<b>SS.Hist1.a.Cause</b> I use evidence to draw conclusions about probable causes of historical events, issues, and problems.
	<b>SS.Hist1.b.Effect</b> I use evidence to draw conclusions about probable effects of historical events, issues, and problems.
<b>Standard SS.PS2</b> Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	<b>SS.PS2.a.Civil rights and civil liberties</b> I investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.  I identify and describe basic human liberties (i.e., thought, expression, privacy).
	<b>SS.PS2.c.Asserting and reaffirming of human rights</b> I critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.
	I 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.

### PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

<b>Standard SS.Inq.1</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	<b>SS.Inq1.a Develop questions based on a topic</b> I develop list of open- and closed-ended questions on a topic or issue.
	<b>SS.inq1.b. Plan an inquiry</b> I develop list of questions that support the research through discussion and investigation to guide inquiry.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning	<b>SSInq3.b Cite evidence from multiple sources to support a claim.</b> I select appropriate evidence from sources to support a claim.
	<b>SSInq3.c Elaborate how evidence supports a claim</b> I assess how evidence supports a claim.
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SSInq4.a Communicate conclusions</b> I communicate conclusions from a variety of teacher-provided presentation options.
	<b>SSInq4.a Critique conclusions</b> I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.
<b>Standard SS.Inq5</b> Wisconsin students will be civically engaged.	<b>SSInq5.a. Civic engagement</b> I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

**DISCIPLINARY CONCEPT**

**KEY UNIT CONTENT**

Freedom is Complex	Constitution Bill of Rights Branches of Government Primary Sources Checks and Balances
<b>SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS</b>	
<b>Standard SS.Hist3</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	<b>SS.Hist3.c.Current implications</b> I explain how historical events have possible implications on the present.
<b>Standard SS.Hist4</b> Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	<b>SS.Hist4.a.Historical context</b> I can tell whether a source is primary or secondary. I can describe the events that led to the creation of a primary source.
	<b>SS.Hist4.b.Intended audience</b> I can explain who the intended audience is for a primary or secondary source. I can begin to consider the significance of the intended audience.
	<b>SS.Hist4.c.Purpose</b> I can identify the intended purpose of a specific primary or secondary source (persuade, inform, entertain) and provide evidence to support my reasoning.
	<b>SS.Hist4.d.Point of View</b> I describe the impact that the POV of the author has on a primary or secondary source.
<b>Standard SS.PS1</b> Wisconsin students will identify and analyze democratic principles and ideals.	<b>SS.PS1.a.Values and principles of American constitutional democracy</b> I hypothesize why laws and constitutions exist.
	<b>SS.PS1.b.Origins and foundation of the government of the United States</b> I differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.
<b>Standard SS.PS.3</b> Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	<b>SS.PS3.a.Political participation</b> I investigate reasons why citizens participate in elections.
	I identify the role of government at the local, state, tribal, and federal levels.
	<b>SS.PS3.b.Linkage institutions</b> I compare and contrast the multiple roles people play in elections.
	<b>SS.PS3.c.Power in government</b> I classify the basic structures and functions of governments.  I summarize basic powers of the government at the local, state, tribal, and federal levels.
<b>COMPELLING UNIT QUESTION</b>	
How can we contribute to a healthy democracy?	
<b>SUPPORT QUESTION 1</b>	<b>SUPPORT QUESTION 2</b>
How is our Government designed?	Do rules give us freedom?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>

<p>As an informal pre-assessment, observe the class and gauge their general entry point to key concepts and skills; look for understanding of the function and purpose of government.</p> <p>Assess ability to explain the US constitution and what it does; look for examples of the balance of power in the US government and identify roles and functions of each part of government (executive, judicial, legislative, citizens)</p>	<p>Assess student understanding of rights and responsibilities; look for recognition of constitutional rights in everyday scenarios and the ability to explain the role of First Amendment freedoms in democracy and how limits expand or restrict freedom of individuals or communities.</p>
<b>SUPPORT QUESTION 3</b>	<b>SUPPORT QUESTION 4</b>
Why don't more people vote?	What is my power to participate?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
<p>Assess understanding of voting; look for identification of barriers past and present and explanations of examples of voter participation and barriers for participation.</p>	<p>Assess understanding of civic participation; look for descriptions of key democratic principles and practices and explain how a citizen's knowledge, skills, and attitudes impact effective civic participation.</p>
<b>SUMMATIVE ASSESSMENT TASK(s)</b>	
<p>Students will identify challenges and opportunities for young people to contribute to a healthy democracy. They will draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems. Next students will generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions. Students will design, create, and present a <a href="#">written product</a> in response to this inquiry challenge.</p>	
<b>CIVIC ENGAGEMENT</b>	
<p>Students will identify challenges and opportunities for young people to contribute to a healthy democracy. They will draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems. Next students will generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions. Students will design, create, and present a <a href="#">written product</a> in response to this inquiry challenge.</p>	