

KINDERGARTEN - SECOND GRADE

Social Studies STANDARDS GUIDANCE

WI Social Studies Standards

Social Studies Inquiry Practices and Processes (Inq)

Develop questions based on a topic. Plan an Inquiry	SS.Inq1.a.e Explain why or how a teacher- or text-provided question is important to a topic or issue. 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?”).
Gather & Evaluate Diverse Sources	SS.Inq2.a.e Brainstorm what resources would be valuable to guide the inquiry SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.
Develop claims by citing evidence from multiple supports. Elaborate on how the evidence supports these claims	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering. SS.Inq3.b.e Determine which evidence in teacher-provided sources support a claim that answers a compelling question. SS.Inq3.c.e Explain how evidence supports a claim for a class inquiry.
Communicate & Critique Conclusions	SS.Inq4.a.e Communicate conclusions. SS.Inq4.b.e Respond effectively to questions about their inquiry.
Civic Engagement	SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Behavioral Sciences

Individual cognition, perception, personal identity, empathy, & behavior	SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.BH1.b.2 Identify situations and places that impact a person’s emotions.
Relationship of people and groups & Cultural Patterns	SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.
Social Interactions	SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).
Progression of technology	SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.

Economics

Choices and decision making & Incentives	SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country. SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.
Consumers, producers, and markets. Supply, demands, and competition. Firm/business behaviors and costs of	SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers). SS.Econ2.b.2 Define product market and categorize prices of products in a local market.

firm/business behaviors and costs of production	SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.
Economic Indicators, Money, & Economic fluctuations and business cycles	SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). SS.Econ3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save.
Economic systems and allocation of resources, institutions, role of government, impact of government interventions, & specialization, trade, and interdependence	SS.Econ4.a.2 Hypothesize how a good gets to the local community market. SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people. SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people. SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present). SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.
History	
Cause & Effect	SS.Hist1.a.e Identify one or more causes of an event, issue, or problem. SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.
Patterns stay the same over a period of time, patterns change over a period of time, and contextualization	SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time. SS.Hist2.b.e Identify patterns of change to self, family, and community over time. SS.Hist2.c.e Explain how something happening outside of your home can affect your family.
Connections, perspective, & current implications	SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way. SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints. SS.Hist3.c.e Explain how something from the past can affect your life now.
Historical context, intended audience, purpose, & point of view (POV)	SS.Hist4.a.e Describe the events that led to the creation of a primary source. SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created. SS.Hist4.c.e Create one primary source about your life. SS.Hist4.d.e Identify the POV of your own primary or secondary source.
Geography	
Tools of geography, spatial thinking (map interpretation), & mental mapping and maps from memory.	SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task. SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.
Population and place, reasons people move, impact of movement,	SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal. SS.Geog2.b.2 Explain why people have moved to and away from their community.

people move, impact of movements, & urbanization	SS.Geog2.c.2 Describe population changes in their community over time.
	SS.Geog2.d.1 Identify and explain differences between rural and urban areas.
Distribution of resources & Networks	SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?) SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.
Characteristics of a place	SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).
Human environment interaction & Interdependence	SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood. SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

Political Science

Values and principles of American constitutional democracy & Origins and foundation of the government of the United States	SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community
	SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.
Civil rights and civil liberties, fundamentals of citizenship, & asserting and reaffirming of human rights	SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety). SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community. SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). 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).
Political participation, linkage institutions, power in government, & public policy	SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives. SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community). SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order). SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.
Argumentation & Compromise, diplomacy, and consensus building	SS.PS4.a.e Compare and contrast perspectives on the same topic. SS.PS4.b.2 Give an example of a compromise.