Principles in American Democracy	
CURRICULUM/CONTENT AREA	COURSE LENGTH
Social Studies	*1 Term*
GRADE LEVEL	DATE LAST REVIEWED
Juniors and Seniors	*2021*
PREREQUISITE(s) *if applicable*	BOARD APPROVAL DATE
	12/2021
PRIMARY RESOURCE *if applicable*	
MacGruder's American Government and the use of primary and secondary sources are built in each unit to support the inquiry standards	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Principles of American Democracy provide students with a working knowledge of the structure and function of the federal government. Students will investigate the basic principles of our government, the rights, freedoms, and responsibilities of U.S. citizens, the adaptability of our democratic system to our changing world and society, the role of public opinion and special interests in policy-making the nature of political parties, and basic election procedures.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Why is the past important to us today?
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.	How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

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 geography, climate, and resources affect the way people live and work?
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 individuals develop over time?
	How do external factors influence our identity and behavior?
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 am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: 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.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION: People have wants that often exceed the limited resources available to them.	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?

SCIENCE, TECHNOLOGY, AND SOCIETY: 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.	How do technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: 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.	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	**PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS**
Standard SS.BH1: Wisconsin students will *examine* individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will *gather* and *evaluate* sources
Standard SS.Econ1: Wisconsin students *use* economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.
Standard SS.Geog1: Wisconsin students will *use* geographic tools and ways of thinking to *analyze* the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.	Standard SS.Inq5: Wisconsin students will *be civically engaged*.
Standard SS.PS2: Wisconsin students will *examine and interpret* rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.	

Origins of American Democracy and the Constitution	
ESSENTIAL QUESTION	
How do different political and economic systems affect civic life?	
How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect.*	*I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;*
	-I evaluate how different groups and individuals contributed to the event or cause
	I evaluate multiple events from different perspectives using primary and secondary sources, and
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq2: Wisconsin students will *gather* and *evaluate* sources	SS.Inq2.b I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.PS1.a.Values and principles of American constitutional democracy	*Elaborate on the features of democracy with specific detail on how it is compared to other forms of government.*
SS.PS1.b.Origins and foundation of the government of the United States	*Defend if the structure of government created by the founding father's is still relevent and working in America today.*
	Evaluate how the preamble sets the goals for our government.
	Evaluate how principles of the Constitution are significant to our government.
DISCIPLINARY CONCEPT	**KEY UNIT CONTENT**

Foundations of Government	Divine Right, Social Contract, Thomas Hobbes, John Locke, Rule of law, Republic Alternative models Autocracies: monarchy, dictatorship Oligarchies: communism Democracies: direct, indirect, representative, Purposes of government to include social order, Public services, national security, economic decision-making (capitalism), leadership
Origins of American Democracy	Mayflower Compact, English Bill of Rights, Magna Carta, Articles of Confederation, Declaration of Independence, Constitutional Convention
The Constitution	The US Constitution, Constitutional Convention ,New Jersey Plan, Virginia Plan, 3/5ths Compromise, Preamble, Articles, Amendments, Separation of Powers, Checks and Balances, Federalism, Supremacy Clause, Judicial Review, Popular Sovereignty, Individual Liberties, Rule of Law, Limited Government, Bill of Rights, The Amending Process Propose, Ratify

COMPELLING UNIT QUESTION
Why do societies have government?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
How did America determine the structure of government referenced in the Constitution?	Is the structure of government the founding father's created still relevent and working in today's America?
FORMATIVE ASSESSMENT TASK *(may include)*	**FORMATIVE ASSESSMENT TASK *(may include)***
Create a silent scene dipicting a type of government studied.	Cite specific examples of the Constitution at work in today's America through a philosophical chairs.
Read and annotate primary sources that influenced the founding fathers.	Create a Venn-Diagram comparing states rights and federal rights. Answer if the balance would support the founding father's vison of our country.
Complete a venn diagram on features used historically in government and features the founding father's adopted.	Read and annotate the preamable to compare the goals listed to current examples today.
Respond in a flipgrid to how the Declaration of Indpendence is relevent to your every day life.	
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
Textbook (ch. 1-3), Mayflower Compact, English Bill of Rights, Magna Carta, Articles of Confederation, Declaration of Independence,	Textbook Ch. (1-3), The Preamble, The Constititon and Bill of Rights

SUMMATIVE ASSESSMENT TASK(s)
Answer why societies have government and assess the state of democracy currently in America with a written response and cited sources.

CIVIC ENGAGEMENT
Make an action plan to employ at least two of the principles of democracy into your every day life as an American citizen.

Civil Rights and Liberties	
ESSENTIAL QUESTION	
How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect.*	*-I evaluate how different groups and individuals contributed to the event or cause*
	I evaluate multiple events from different perspectives using primary and secondary sources, and
	-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.	*CIVIL RIGHTS & CIVIL LIBERTIES* *-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.*
	-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups
	FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.
	I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.
	-I evaluate different goals and methods of groups who have advocated for access to greater rights
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	

Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry	SSInq1.a I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.	*SSInq4.bI critique 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.*
Standard SS.Inq5: Wisconsin students will *be civically engaged.*	*SSInq5.a I engage 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.*

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.PS2.a.Civil rights and civil liberties	*Explain to what degree the Fourth, Fifth, Sixth and Eighth Amendments provide constitutional protection of the rights of the accused.*
	Analyze the tension between claim of individual freedom and laws that promote public order and safety.
	Evaluate how the Bill of Rights is applied to our everyday life.
	Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.
	Research Supreme Court rulings and apply it a real world situation.

DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Civil Rights	affirmative action, DOMA, Equal Pay act, Jim Crow laws, Civil Rights Acts, Voting Rights Act, White Primary, Grandfather clause, literacy test, poll tax, civil rights, Amendments 13, 14, 15, 19, 24, 26, ERA
Civil Liberties	First amendment, freedom of religion, speech, press, assembly, voting, fair trial
The Court	Amendments #6 and 7, impartial jury, Obergefell v Hodges, Plessy v Ferguson, Regents v Bakke, Brown v Board, Gideon v Wainwright, Tinker v Des Moines, Wisconsin v Yoder,

COMPELLING UNIT QUESTION
Does the government adequetly protect the rights of all people in the United States?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
How does the Constitution protect Americans?	How have civil rights changed throughout time?
FORMATIVE ASSESSMENT TASK *(may include)*	FORMATIVE ASSESSMENT TASK *(may include)*
Make a collage of the Bill of Rights to feature rights that are guaranteed in the Constitution.	Create a timeline to demonstrate the change in civil rights throughout American History.
	Reflect on changes in civil rights in the future, use cited sources.
FEATURED SOURCE(s) *may include*	FEATURED SOURCE(s) *may include*

Textbook Ch. (8-9), The Bill of Rights and the Constitution	Textbook Ch (8-9) Brown v. Board of Education National Historic Site Civil Rights Digital Library Civil Rights Oral History Interviews provided by Washington State University Remembering Jim Crow We Shall Overcome: Historic Places of the Civil Rights Movement, from the National Park Service

SUMMATIVE ASSESSMENT TASK(s)
Answer the compelling unit question in a PSA video, citing specific historic and current events.

CIVIC ENGAGEMENT
Peer review the videos of your classmates. Listen and reflect on their thoughts and experiences with civil rights and liberties in the US.

Participating in Democracy	
ESSENTIAL QUESTION	
What is the role of the citizen in the community and the nation, and as a member of the world community?	
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	
Standard SS.Econ1: Wisconsin students *use* economic reasoning to understand issues.	INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.
Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.	*FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.*
	-I 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).
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support* reasoning.	*SSInq3.aI develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.*
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.PS1.a.Values and principles of American constitutional democracy	*Identify the rights and responsibilies of citizens in America.*
SS.PS3.b.Linkage institutions	*Compare/contrast political parties stance on an issue that may affect policy.*
	Identify an issue an interest group would lobby for
	Describe how caucuses are different from primaries.
	Analyze the functions and purpose of political parties.
	Explain the structural and institutional resons for the persistence of a two party system.
	Explain the Congressional Election process and evaluate the effects of single - member voting districts and gerrymandering on democratic governance.
	Explain the “road to the White House” by connecting the Iowa Caucus to the Electoral College

Standard SS.BH2: Wisconsin students will *investigate* and *interpret* interactions between individuals and groups (Sociology).	*Define partisanship and defend if it is working in American government and poilitics today.*
DISCIPLINARY CONCEPT	**KEY UNIT CONTENT**
Citizenship	Rights and Responsibiliteis of citizens, path to citizenship
Political Parties	Political Socialization, Political Ideology, liberal, Democrat, Republican, third parties, functions of political parties
Election System	voter demographics, voter registration, voter ID laws, Interest groups (Liberal vs Conservative), lobby, lobbyist, Democrat, Republican, Third Parties, Two-Party System, Multi-Party System, PACs, Super PACs, Caucus, Primary, Open Primary, Closed Primary, Super Tuesday, National Convention, General Election, Electoral College, Inauguration, Mass Media, Public Opinion, Public Opinion Polls,
COMPELLING UNIT QUESTION	
How can you make a difference as a U.S. citizen?	

SUPPORT QUESTION 1	**SUPPORT QUESTION 2**
What are the rights and responsibiliteis of citizens in the US?	How do political parties shape our government?
FORMATIVE ASSESSMENT TASK *(may include)*	**FORMATIVE ASSESSMENT TASK *(may include)***
Reading and socratic seminar on legal rights and expected responsibilities of US citizens.	Political ideology quiz and reflection. Venn Diagram on differences between the two parties. Timeline of the history of political parties in the United States
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
	Textbook Ch. 11
Naturalization Test	Political ideology quiz
Rights and Responsibilities Reading	
SUPPORT QUESTION 3	**SUPPORT QUESTION 4**
What role does the mass media play in American government and politics?	How does the US elect new representatives to the government?
FORMATIVE ASSESSMENT TASK *(may include)*	**FORMATIVE ASSESSMENT TASK *(may include)***
Analyze and interpret articles on the same topic from different media outlets. Philosophical chairs on the importance of media/freedom of the press in America.	Research and critique on the existance of the electoral college using a flipgrid. Create a visual map on the "road to the white house"
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s) *may include***
	Textbook Ch. 11
Mass Media as a Government Institution	Room for Debate: Should the Electoral College Be Abolished? (NYT In Defense of The Electoral College Meet the 'Hamilton Electors' Hoping for an Electoral College Revolt Electoral College Keeps Things Fair

	Road to the White House

SUMMATIVE ASSESSMENT TASK(s)
Create and action plan and provide evidence to support making a difference as a US citizen.
Give a speech answering the compelling question by referencing all the elements of the supporting questions as well.

CIVIC ENGAGEMENT
Create an action plan and provide evidence to support making a difference as a US citizen based on the responsibilities and rights of US citizens.

Branches of Government	
ESSENTIAL QUESTION	
How am I influenced by institutions? How do institutions change? What is my role in institutional change?	
How do different political and economic systems affect civic life?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.	*I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.* *FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.*
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry	SSInq1.a I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.PS1.a.Values and principles of American constitutional democracy	*Assess the degree to which political differences in Congress undermine or advance democratic effectiveness*
SS.PS3.c.Power in government	*Evaluate how the power of the President has expanded over time through precedent with evidence from multiple sources* *Identify the powers and functions of the president* *Explain how the executive bureaucracy carries out federal policy*
SS.PS3.d.Public policy	*Compare and contrast the Senate and House of Representatives in terms of how constituencies, lawmaking authority, and chamber rules/roles affect the public policy making process.* *Describe and Simplify the process of how a bill becomes a law*

DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Legislative Branch	Legislative Branch, Impeachment, Ratification of Treaties, Confirmation of Appointments, Oversight, Committee work, Declare War, Relationship between the house and the senate, Leadership, Divided Government, Bipartisinship, lawmaking
Executive Branch	Executive Branch, Execute Law, Veto, Appointments, Treaties, State of Union, Federal Bureaucracy, Presidential decision making, Cabinet, Expanded powers, Implied powers, Presidential Roles
Judicial Branch	Judicial Branch, Judicial Review, Interpretation of Law, Landmark cases, Appointment of Justices, State vs Federal court system

COMPELLING UNIT QUESTION
Are the three branches equally powerful in American government and politics?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
Is Congress broken?	Has the modern president become too powerful?
FORMATIVE ASSESSMENT TASK *(may include)*	**FORMATIVE ASSESSMENT TASK** *(may include)*
Examine Congress' roles, rights, and powers. Defend if Congress is living up to the expectations of our founding fathers in a socratic seminar.	Read and annotate at least one article to participate in a socratic seminar on if the modern president has become too powerful.
	Create a timeline of the expansion of presidential power.
FEATURED SOURCE(s) *may include*	**FEATURED SOURCE(s)** *may include*
Textbook Ch. 4	Textbook Ch. 5 and 6
What Congress Does	Power of the Presidency
The Bicameral Congress	Presidential Power Surges
What is the Legislative Branch	Presidntial Power
Congress and the Public, gallop trends	Majority of the US Say Federal Government has too much Power
SUPPORT QUESTION 3	
Is the Supreme Court an active player in our government?	
FORMATIVE ASSESSMENT TASK	
Defend if judicial review is the most powerful power in the government today.	
FEATURED SOURCE(s) *may include*	
Textbook Ch. 7	
Judicial Review: Marbury v Madison	
What is Judicial Review	

SUMMATIVE ASSESSMENT TASK(s)
Answer the unit compelling question in a one page paper. Cite specific examples of each branches powers.

CIVIC ENGAGEMENT

Research a current event that demonstrates either congressional, presidential, or judicial power. Share your position on the issue with adults in your household.

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3	UNIT 4
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	x			x
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect.*	*I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;*	x			
	-I evaluate how different groups and individuals contributed to the event or cause	x	x		
	I evaluate multiple events from different perspectives using primary and secondary sources, and	x	x		
	-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.		x		
Standard SS.Econ1: Wisconsin students *use*	INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.				
				x	
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	*CIVIL RIGHTS & CIVIL LIBERTIES -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.*		x		
	-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups		x		
	FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.			x	x
	-I 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).			x	
	I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.		x		x
	-I evaluate different goals and methods of groups who have advocated for access to greater rights		x		
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)					
Standard SS.Inq1: Wisconsin students will *construct* meaningful questions that *initiate* an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.		x		x
	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.				

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3	UNIT 4
Standard SS.Inq2: Wisconsin students will *gather* and *evaluate* sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources				
	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	x			
Standard SS.Inq3: Wisconsin students will *develop* claims using evidence to *support*	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.			x	
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).				
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.				
Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.	I 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).				
	I critique 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.		x		
Standard SS.Inq5: Wisconsin students will *be civically engaged*.	I engage 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.		x		

Anchor Standards	Team Determines Priority: Yes/ No	
Standard SS.BH1: Wisconsin students will *examine* individual cognition, perception, behavior, and identity (Psychology).	K-2 YES	
Standard SS.BH2: Wisconsin students will *investigate* and *interpret* interactions between individuals and groups (Sociology).	NO	
Standard SS.BH3: Wisconsin students will *assess* the role that human behavior and cultures play in the development of social endeavors (Anthropology).	3-12 YES	
Standard SS.BH4: Wisconsin students will *examine* the progression of specific forms of technology and their influence within various societies.	NO	
Standard SS.Econ1: Wisconsin students *use* economic reasoning to understand issues.	YES	
Standard SS.Econ2: Wisconsin students will *analyze* how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	NO	
Standard SS.Econ3: Wisconsin students will *analyze* how an economy functions as a whole (Macroeconomics).	NO	
Standard SS.Econ4: Wisconsin students will *evaluate* government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	NO	
Standard SS.Geog1: Wisconsin students will *use* geographic tools and ways of thinking to *analyze* the world.	K-8 YES	
Standard SS.Geog2: Wisconsin students will *analyze* human movement and population patterns.	NO	
Standard SS.Geog3: Wisconsin students will *examine* the impacts of global interconnections and relationships.	NO	
Standard SS.Geog4: Wisconsin students will *evaluate* the relationship between identity and place.	NO	
Standard SS.Geog5: Wisconsin students will *evaluate* the relationship between humans and the environment.	NO	
Standard SS.Hist1: Wisconsin students will use historical evidence for *determining cause and effect*.	YES	
Standard SS.Hist2: Wisconsin students will *analyze, recognize, and evaluate* patterns of continuity and change over time and contextualization of historical events.	NO	
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.	NO	
Standard SS.Hist4: Wisconsin students will *evaluate* a variety of primary and secondary sources to *interpret* the historical context, intended audience, purpose, and/or **author's point of view** (Historical Methodology).	NO	
Standard SS.PS1: Wisconsin students will *identify and analyze* democratic principles and ideals.	NO	
Standard SS.PS2: Wisconsin students will *examine and interpret* rights, privileges, and responsibilities in society.	YES K-5	
Standard SS.PS3: Wisconsin students will *analyze and evaluate* the powers and processes of political and civic institutions.	NO	
Standard SS.PS4: Wisconsin students will *develop and employ* skills for civic literacy.	YES	
State		

Wisconsin students will identify and analyze democratic principles and ideals.	9-12 GRADE BAND
SS.PS1.a.Values and principles of American constitutional democracy	I 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. I analyze sources of governmental authority.
SS.PS1.b.Origins and foundation of the government of the United States	I evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. I analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.
Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	9-12 GRADE BAND
SS.PS2.a.Civil rights and civil liberties	I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. I assess the impact of individuals, groups, and movements on the development of civil rights for different groups

SS.PS2.b. Fundamentals of citizenship	I assess the difference in constitutional and legal protections for citizens vs. noncitizens. I 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).
SS.PS2.c.Asserting and reaffirming of human rights	I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. I evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, c ivil rights groups, Indigenous peoples, LGBTQ). I 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.
Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	9-12 GRADE BAND
SS.PS3.a.Political participation	I create and evaluate solutions to increase voter participation. I evaluate their role in government at the local, state, tribal, and federal levels.
SS.PS3.b.Linkage institutions	I evaluate the role of various types of media in elections and functions of government. 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. I evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).

SS.PS3.c.Power in government	I evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. I evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
SS.PS3.d.Public policy	I evaluate the effectiveness of public policy actions and processes.
Wisconsin students will develop and employ skills for civic literacy.	9-12 GRADE BAND
SS.PS4.a.Argumentation	I can create arguments by researching and interpreting claims and counterclaims.
SS.PS4.b.Compromise, diplomacy, and consensus building	I can analyze the effects of a political compromise with major historical impact.

K-12 ESSENTIAL QUESTIONS	How does civic engagement, locally and globally, impact/influence the long-term health and outcomes of systems?			
K-12 SOCIAL STUDIES PRIORITY STANDARD PROGRESSION				
Wisconsin students will construct meaningful questions that initiate an inquiry.	K-2 GRADE BAND	3-5 GRADE BAND	6-8 GRADE BAND	9-12 GRADE BAND
SS.Inq1.a Develop questions based on a topic	I explain why or how a teacher or text provided question is important to a topic or issue.	I develop list of open- and closed-ended questions on a topic or issue.	I formulate open-ended questions that initate further inquiry.	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
SS.inq1.b. Plan an inquiry	When provided with a question, I determine what other questions are needed to support the research (i.e., "What more do we need to know?").	I develop list of questions that support the research through discussion and investigation to guide inquiry.	I utilize the formulated open-ended question to support and guide the inquiry.	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
Wisconsin students will gather and evaluate resources	K-2 GRADE BAND	3-5 GRADE BAND	6-8 GRADE BAND	9-12 GRADE BAND
SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	I brainstorm what resources would be valuable to guide the inquiry.	I gather a variety of resources into categories to guide the inquiry.	I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources
SS.Inq2.b Evaluate sources.	I review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	I evaluate resources to determine which best support the inquiry and supporting questions.	I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
Wisconsin students will develop claims using evidence to support reasoning.	K-2 GRADE BAND	3-5 GRADE BAND	6-8 GRADE BAND	9-12 GRADE BAND
SSInq3.a Develop claims to answer an inquiry question.	With prompting and support, I state a claim to answer a question that the class is considering	I create a thesis statement based on evidence found in sources to make a claim	I develop a debatable claim based upon the analysis of sources.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
SSInq3.b Cite evidence from multiple sources to support a claim.	I determine which evidence in teacher-provided sources support a claim that answers a compelling question.	I select appropriate evidence from sources to support a claim.	I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).
SSInq3.c Elaborate how evidence supports a claim	I explain how evidence supports a claim for a class inquiry.	I assess how evidence supports a claim.	I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Wisconsin students will communicate and critique conclusions	K-2 GRADE BAND	3-5 GRADE BAND	6-8 GRADE BAND	9-12 GRADE BAND
SSInq4.a Communicate conclusions	I communicate conclusions.	I communicate conclusions from a variety of teacher-provided presentation options.	I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).	I 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).
SSInq4.a Critique conclusions	I respond effectively to questions about their inquiry.	I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.	I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.	I critique 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.
Wisconsin students will be civically engaged.	K-2 GRADE BAND	3-5 GRADE BAND	6-8 GRADE BAND	9-12 GRADE BAND
SSInq5.a. Civic engagement	I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	I engage 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.