# KINDERGARTEN - SECOND GRADE

## Social Studies STANDARDS GUIDANCE
## WI Social Studies Standards

****VASD Essential Standards are in BOLD** - all other standards are supporting standards

| Social Studies Inquiry Practices and Processes (Inq) | |
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| 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.** |
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| Behavioral Sciences | |
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| 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. |
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| Economics | |
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| 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 production | **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.** |
| | 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.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). |

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| Economic Indicators, Money, & Economic fluctuations and business cycles | SS.Econ3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save. |
| | [redacted] |
| 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. |
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| 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, & urbanization | **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. |
| | 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. |
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| 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. |

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| implications | 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.** |
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| 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. |

# THIRD - FIFTH GRADE

## Social Studies STANDARDS GUIDANCE
## WI Social Studies Standards

****VASD Essential Standards are in BOLD** - all other standards are supporting standards

| Social Studies Inquiry Practices and Processes (Inq) | |
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| Develop questions based on a topic. Plan an Inquiry | **SS.Inq1.a.i Develop a list of open- and closed-ended questions on a topic or issue.** |
| | **SS.Inq1.b.i Develop a list of questions that support the research through discussion and investigation to guide inquiry.** |
| Gather & Evaluate Diverse Sources | **SS.Inq2.a.i Gather a variety of resources into categories to guide the inquiry** |
| | **SS.Inq2.b.i Evaluate resources to determine which best support the inquiry and supporting questions.** |
| Develop claims by citing evidence from multiple supports. Elaborate on how the evidence supports these claims | **SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.** |
| | **SS.Inq3.b.i Select appropriate evidence from sources to support a claim.** |
| | **SS.Inq3.c.i Assess how evidence supports a claim.** |
| Communicate & Critique Conclusions | **SS.Inq4.a.i Communicate conclusions from a variety of teacher provided presentation options.** |
| | **SS.Inq4.b.i Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.** |
| Civic Engagement | **SS.Inq5.a.i Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.** |
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| **Behavioral Sciences** | |
| Individual cognition, perception, personal identity, empathy, & behavior | **SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.** |
| | **SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.** |
| Relationship of people and groups & Cultural Patterns | SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. |
| | **SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences**. |
| Social Interactions | **SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.** |
| Progression of technology | 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). |
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| Economics | |
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| Choices and decision making & Incentives | **SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).** |
| | SS.Econ1.b.4 Infer potential incentives in a real-world situation. |
| Consumers, producers, and markets. Supply, demands, and competition. Firm/business behaviors and costs of production | **SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.** |
| | **SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.** |
| | SS.Econ2.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. |
| Economic Indicators, Money, & Economic fluctuations and business cycles | SS.Econ3.a.4 Investigate how the cost of things changes over time. |
| | SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest. |
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| Economic systems and allocation of resources, institutions, role of government, impact of government interventions, & specialization, trade, and interdependence | **SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).** |
| | SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings). |
| | SS.Econ4.c.5 Discuss reasons a government taxes people. |
| | SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event. |
| | SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America). |
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| **Geography** | |
| Tools of geography, spatial thinking (map interpretation), & mental mapping and maps from memory. | SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) |
| | **SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.** |
| | SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States. |
| Population and place, reasons people move, impact of movement, & urbanization | **SS.Geog2.a.3 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).** |
| | SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world. |
| | SS.Geog2.c.5 Describe population changes in their state and country over time. |

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| | SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country. |
| Distribution of resources & Networks | **SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.** |
| | SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time. |
| Characteristics of a place | **SS.Geog4.a.4 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). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).** |
| Human environment interaction & Interdependence | **SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.** |
| | SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable). |
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| History | |
| Cause & Effect | **SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.** |
| | **SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.** |
| Patterns stay the same over a period of time, patterns change over a period of time, and contextualization | **SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.** |
| | **SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.** |
| | SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity. |
| Connections, perspective, & current implications | **SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.** |
| | SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past. |
| | SS.Hist3.c.i Explain how historical events have possible implications on the present. |
| Historical context, intended audience, purpose, & point of view (POV) | **SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.** |
| | SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source. |
| | SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source. |
| | **SS.Hist4.d.i Describe the impact of the POV of the author on a primary or secondary source.** |
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| Political Science | |
| Values and principles of American constitutional democracy & Origins and foundation of the government of the United States | **SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.** |
| | **SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.** |

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| Civil rights and civil liberties, fundamentals of citizenship, & asserting and reaffirming of human rights | **SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).** |
| | **SS.PS2.b.5 Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).** |
| | **SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. 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.** |
| Political participation, linkage institutions, power in government, & public policy | SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels. |
| | SS.PS3.b.3-4 Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions). |
| | **SS.PS3.c.4-5 Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.** |
| | SS.PS3.d.5 Provide examples of how different governments solve problems. |
| Argumentation & Compromise, diplomacy, and consensus building | SS.PS4.a.i Compile relevant information to form a political argument taking other points of view into account. |
| | SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus. |

# SIXTH - EIGHTH GRADE

## Social Studies STANDARDS GUIDANCE
## WI Social Studies Standards

****VASD Essential Standards are in BOLD** - all other standards are supporting standards

| Social Studies Inquiry Practices and Processes (Inq) | |
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| Develop questions based on a topic. Plan an Inquiry | **SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.** |
| | **SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.** |
| Gather & Evaluate Diverse Sources | **SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.** |
| | **SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.** |
| Develop claims by citing evidence from multiple supports. Elaborate on how the evidence supports these claims | **SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.** |
| | **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.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.** |
| Communicate & Critique Conclusions | **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.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.** |
| Civic Engagement | **SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.** |
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| **Behavioral Sciences** | |
| Individual cognition, perception, personal identity, empathy, & behavior | **SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.** |
| | **SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.** |
| Relationship of people and groups & Cultural Patterns | **SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).** |
| | **SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.** |
| Social Interactions | **SS.BH3.a.m Analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.** |
| Progression of technology | SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. |

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| **Economics** | |
| Choices and decision making & Incentives | **SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.** |
| | SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision making. |
| Consumers, producers, and markets. Supply, demands, and competition. Firm/business behaviors and costs of production | **SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.** |
| | SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. |
| | **SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.** |
| Economic Indicators, Money, & Economic fluctuations and business cycles | SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups. |
| | SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing. |
| | SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations. |
| Economic systems and allocation of resources, institutions, role of government, impact of government interventions, & specialization, trade, and interdependence | **SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).** |
| | SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. 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). |
| | SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy. |
| | SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. |
| | SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports. |
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| **Geography** | |
| Tools of geography, spatial thinking (map interpretation), & mental mapping and maps from memory. | SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters). |
| | **SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.** |
| | SS.Geog1.c.m Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments. |
| Population and place, reasons people move, impact of | **SS.Geog2.a.m 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).** |
| | SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world. |

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| people move, impact of movement, & urbanization | SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement. |
| | SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world. |
| Distribution of resources & Networks | **SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.** |
| | SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). |
| Characteristics of a place | **SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how placebased identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. 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).** |
| Human environment interaction & Interdependence | **SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.** |
| | SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries. |
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| History | |
| Cause & Effect | **SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.** |
| | **SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.** |
| Patterns stay the same over a period of time, patterns change over a period of time, and contextualization | **SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.** |
| | **SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.** |
| | SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place |
| Connections, perspective, & current implications | **SS.Hist3.a.m Compare events from United States or world history to a current issue or event.** |
| | SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events. |
| | SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past. |
| Historical context, intended audience, purpose, & point of view (POV) | **SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.** |
| | SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source. |
| | SS.Hist4.c.m Explain the significance of the intended purpose of a specific 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.** |
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| Political Science | |
| Values and principles of | **SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.** |

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| Values and principles of American constitutional democracy & Origins and foundation of the government of the United States | **SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. 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. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.** |
| Civil rights and civil liberties, fundamentals of citizenship, & asserting and reaffirming of human rights | **SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.** |
| | **SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).** |
| | **SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.** |
| Political participation, linkage institutions, power in government, & public policy | SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels. |
| | SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying). |
| | **SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.** |
| | SS.PS3.d.m Analyze how governments address and solve problems through the public policy process. |
| Argumentation & Compromise, diplomacy, and consensus building | SS.PS4.a.m Assemble an argument utilizing multiple sources of information. |
| | SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions). |

# NINTH - TWELFTH GRADE

## Social Studies STANDARDS GUIDANCE
## WI Social Studies Standards

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| **Social Studies Inquiry Practices and Processes (Inq)** | | | **9-12 HS Power Standards Connected to Wisconsin States Standards - Inquiry** |
| Develop questions based on a topic. Plan an Inquiry | **SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.** | | **1. Explore multiple perspectives of complex inquiry based questions to understand enduring issues. (Inq1.b) (Inq1.a) (Inq2.b)** |
| | **SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the studentdeveloped research proposal.** | | **2. Identify, analyze and evaluate primary and secondary sources to explore context, perspectives and significance. (Inq3.b) (Inq2.a) (Inq2.b)** |
| Gather & Evaluate Diverse Sources | **SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.** | | **3. Effectively engage in discourse that analyzes and creates claims and counterclaims that are supported by a line of reasoning with cited evidence to communicate ideas in a variety of ways. (Inq4.a) (Inq4.b) (Inq2.a) (Inq3.a)(Inq3.b)(Inq3.c)(Inq4.b)** |
| | **SS.Inq2.b.h 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.** | | **4. Explore the individuals' role in society to take constructive, collaborative, and independent action. (Inq5.a)** |
| Develop claims by citing evidence from multiple supports. Elaborate on how the evidence supports these claims | **SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.** | | |
| | **SS.Inq3.b.h Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).** | | |
| | **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.** | | |
| Communicate & Critique Conclusions | **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).** | | |
| | **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.** | | |
| Civic Engagement | **SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.** | | |
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| **Behavioral Sciences** | | | **9-12 HS Power Standards Connected to Wisconsin States Standards - Behavioral Sciences** |
| Individual cognition, perception, personal identity, empathy, & behavior | **SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.** | | **B1. Identify, apply, and assess psychological and sociological scientific principles to promote our personal growth and improve the well-being of ourselves and our communities. (SS.BH2.a)** |
| | **SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.** | | **B2. Discuss, examine, and assess individual cognition, perception, behavior, and identity to understand the psychological, social, and cultural factors that influence behavior and mental processes. (SS.BH1.a)** |
| Relationship of people and groups & Cultural Patterns | **SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).** | | **5. Explore and examine how individual and group identities exist within a diverse society and how those identities influence beliefs, interactions, relationships and experiences to promote equity and foster inclusion in pursuit of a more just society. (SS.BH1.b.h) (SS.BH2.b.h) (SS.BH3.a.h)** |
| | **SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.** | | |
| Social Interactions | **SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.** | | |
| Progression of technology | SS.BH4.a.h Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures. | | |
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| **Economics** | | | **9-12 HS Power Standards Connected to Wisconsin States Standards - Economics** |
| Choices and decision making & Incentives | **SS.Econ1.a.h Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.** | | **Economic standards are taught in the Business department at VAHS** |
| | SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system. | | |
| Consumers, producers, and markets. Supply, demands, and competition. Firm/business behaviors and costs of production | **SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).** | | |
| | SS.Econ2.b.h Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced. Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety. | | |
| | **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.** | | |
| Economic Indicators, Money, & Economic fluctuations and business cycles | SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices. Analyze why unemployment rates differ for people of different ages, races, and genders. Use economic indicators to analyze the current and future state of the economy. | | |
| | SS.Econ3.b.h Evaluate the structure and functions of money in the United States, including the role of interest rates. | | |
| | 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). | | |
| | **SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.** | | |

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| Economic systems and allocation of resources, institutions, role of government, impact of government interventions, & specialization, trade, and interdependence | SS.Econ4.b.h 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. 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. Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property). | | |
| | SS.Econ4.c.h Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy. | | |
| | SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past. | | |
| | SS.Econ4.e.h Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies Analyze the role of comparative advantage in international trade of goods and services. | | |
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| Geography | | | 9-12 HS Power Standards Connected to Wisconsin States Standards - Geography |
| Tools of geography, spatial thinking (map interpretation), & mental mapping and maps from memory. | SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes. | | **G1. Use, apply, and evaluate geographic tools and ways of thinking to analyze the world. (SS.Geog1.b)** |
| | **SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.** | | **G2. Describe, analyze, and evaluate human movement, cultural practices, and population to identify patterns in cultural landscapes. (SS.Geog2.c, SS.Geog2.d, SS.Geog3.a, SS.Geog4.a, SS.Geog5.a, SS.Geog5.b)** |
| | SS.Geog1.c.h Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives. Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region. | | **G3. Interpret and analyze the interconnectedness of the human experience within environments in multiple contexts to understand its global impact. (SS.Geog2.d, SS.Geog2a, SS.Geog3.a, SS.Geog4.a, SS.Geog5.a, SS.Geog5.b,)** |
| Population and place, reasons people move, impact of movement, & urbanization | **SS.Geog2.a.h 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.** | | |
| | SS.Geog2.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems. | | |
| | SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world. | | |
| | 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. | | |
| Distribution of resources & Networks | SS.Geog3.a.h Evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries. 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. | | |
| | SS.Geog3.b.h Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions. Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN). | | |
| Characteristics of a place | **SS.Geog4.a.h Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why placebased identities can shape events at various scales (e.g., neighborhood, regional identity). 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.** | | |
| Human environment interaction & Interdependence | **SS.Geog5.a.h Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.** | | |
| | SS.Geog5.b.h Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale. | | |
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| History | | | 9-12 HS Power Standards Connected to Wisconsin States Standards - History |
| Cause & Effect | **SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.** | | **H1. Explore, examine, and assess the histories of diverse groups of people to compare and contrast their experiences, perspectives, and contributions throughout historical eras and understand how those events have impacted US & World society. (SS.Hist1.a.h ), (SS.Hist1.b.h)** |
| | **SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.** | | **Identify, analyze and evaluate primary and secondary sources to explore context, perspectives and significance. (Inq3.b) (Inq2.a) (Inq2.b) (SS.Hist2.a.h)** |
| Patterns stay the same over a period of time, patterns change over a period of time, and contextualization | **SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.** | | **5. Explore, investigate, analyze and evaluate patterns, including change and continuity, to explain and predict implications on social, political, economic, cultural, and physical environments. (SS.Hist2.b.h) (SS.Hist3.a.h)** |
| | **SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.** | | **2. Identify, analyze and evaluate primary and secondary sources to explore context, perspectives and significance. (Inq3.b) (Inq2.a) (Inq2.b) (SS.Hist2.a.h) (SS.Hist4.a.h) (SS.Hist4.b.h)( SS.Hist4.c.h) (SS.Hist4.d.h)** |
| | SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place. | | |
| Connections, perspective, & current implications | **SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.** | | |
| | SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events. | | |
| | SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past. | | |
| Historical context, intended audience, purpose, & point of view (POV) | **SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source.** | | |
| | SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source. | | |
| | SS.Hist4.c.h Analyze the intended purpose of a specific 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.** | | |
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| Political Science | | | 9-12 HS Power Standards Connected to Wisconsin States Standards - Political Science |
| Values and principles of | **SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.** | | **PS1. Analyze and evaluate the powers and processes of political and civic institutions to actively participate in a political system. (SS.PS1.a, SS.PS2.a.m, SS.PS1.b, SS.PS2.b, SS.PS2.c, SS.PS3.b)** |

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| American constitutional democracy & Origins and foundation of the government of the United States | **SS.PS1.b.h 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 that are embedded in founding era documents. 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. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare or contrast to the United States Constitution.** | | **PS2. Analyze and evaluate the process of democratization to understand the national and international community. (SS.PS3.b, SS.PS3.c)** |
| Civil rights and civil liberties, fundamentals of citizenship, & asserting and reaffirming of human rights | **SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.** | | **3. Effectively engage in discourse that analyzes and creates claims and counterclaims that are supported by a line of reasoning with cited evidence to communicate ideas in a variety of ways. (SS.PS3.a)** |
| | **SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. 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.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. 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). 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.** | | |
| Political participation, linkage institutions, power in government, & public policy | SS.PS3.a.h Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels. | | |
| | SS.PS3.b.h 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. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups). | | |
| | **SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.** | | |
| | SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes. | | |
| Argumentation & Compromise, diplomacy, and consensus building | SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims. | | |
| | SS.PS4.b.h Analyze the effects of a political compromise with major historical impact. | | |