Wisconsin Social Studies

Grades 6, 7, 8

Adopted 2018

Social Studies Inquiry Practices and Processes

Inq1. Wisconsin students will construct meaningful questions that initiate an inquiry. SS.INQ1

- a. Develop questions based on a topic INQ1.A
  - m. Formulate open-ended questions for further research within one of the social studies disciplines. SS.INQ1.A.M
- b. Plan inquiry INQ1.B
  - m. Identify additional questions that support the research and possible resources to guide the inquiry. SS.INQ1.B.M

Inq2. Wisconsin students will gather and evaluate sources. SS.INQ2

- a. Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry 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.A.M
- b. Evaluate sources INQ2.B
  - m. Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. SS.INQ2.B.M

Inq3. Wisconsin students will develop claims using evidence to support reasoning. SS.INQ3

- a. Develop claims to answer inquiry question INQ3.A
  - m. Develop a debatable and defensible claim based upon the analysis of sources. SS.INQ3.A.M
- b. Cite evidence from multiple sources to support claim INQ3.B
  - m. Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media). SS.INQ3.B.M
- c. Elaborate how evidence supports claim INQ3.C
  - m. Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. SS.INQ3.C.M

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4. Wisconsin students will communicate and critique conclusions. SS.INQ4

a. Communicate conclusions INQ4.A

m. Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.INQ4.A.M

b. Critique conclusions INQ4.B

m. Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias. SS.INQ4.B.M

Inq5. Wisconsin students will be civically engaged. SS.INQ5

a. Civic engagement INQ5.A

m. Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. SS.INQ5.A.M

Behavioral Sciences

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

a. Individual cognition, perception, and behavior 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.A.M

b. Personal identity and empathy 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. SS.BH1.B.M

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

a. Relationship of people and groups BH2.A

1. Summarize the role culture plays in personal and group behavior. SS.BH2.A.M.1

2. 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.A.M.2

b. Cultural patterns 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. SS.BH2.B.M

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

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a. Social Interactions 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. SS.BH3.A.M

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

a. Progression of technology BH4.A

m. Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. SS.BH4.A.M

Economics

Econ1. Wisconsin students use economic reasoning to understand issues. SS.ECON1

a. Choices and Decision-Making ECON1.A

1. Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. SS.ECON1.A.M.1
2. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries. SS.ECON1.A.M.2

b. Incentives ECON1.B

m. Evaluate how incentives impact individual and/or household decision-making. SS.ECON1.B.M

Econ2. Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics). SS.ECON2

a. Consumers, Producers, and Markets ECON2.A

1. Analyze the role of consumers and producers in product markets. SS.ECON2.A.M.1
2. Provide examples of how individuals and households are both consumers and producers. SS.ECON2.A.M.2

b. Supply, Demand, and Competition ECON2.B

1. Investigate the relationship between supply and demand. SS.ECON2.B.M.1
2. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. SS.ECON2.B.M.2

c. Firm/Business Behavior and Costs of Production ECON2.C

1. Categorize factors of production and how they are combined to make goods and deliver services. SS.ECON2.C.M.1
2. Evaluate how profits influence sellers in markets. SS.ECON2.C.M.2

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Econ3. Wisconsin students will analyze how an economy functions as a whole (Macroeconomics). SS.ECON3

a. Economic Indicators ECON3.A

m. Analyze how inflation, deflation, and unemployment affect different groups. SS.ECON3.A.M

b. Money ECON3.B

1. Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). SS.ECON3.B.M.1

2. Assess how interest rates influence borrowing and investing. SS.ECON3.B.M.2

c. Economic Fluctuations and Business Cycles ECON3.C

m. Define Gross Domestic Product (GDP), and compare the GDP of different nations. SS.ECON3.C.M

Econ4. Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). SS.ECON4

a. Economic Systems and Allocation of Resources 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.A.M

b. Institutions ECON4.B

1. Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. SS.ECON4.B.M.1

2. 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.B.M.2

c. Role of Government ECON4.C

m. Analyze the impact of different government policies (e.g., taxation and government spending) on the economy. SS.ECON4.C.M

d. Impact of Government Interventions ECON4.D

m. Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. SS.ECON4.D.M

a. Specialization, Trade, and Interdependence ECON5.A

1. Summarize the role of specialization on trade and cost of goods/services. SS.ECON5.A.M.1

2. Identify examples of U.S. exports and imports. SS.ECON5.A.M.2

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Geography

Geog1. Wisconsin students will use geographic tools and ways of thinking to analyze the world. SS.GEOG1

a. Tools of Geography GEOG1.A

1. Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). SS.GEOG1.A.M.1
2. Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters). SS.GEOG1.A.M.2

b. Spatial Thinking (map interpretation) 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 SS.GEOG1.B.M

c. Mental Mapping/Maps from Memory GEOG1.C

1. 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. SS.GEOG1.C.M.1
2. Compare mental maps shaped by individual perceptions of people, places, regions, and environments. SS.GEOG1.C.M.2

Geog2. Wisconsin students will analyze human movement and population patterns. SS.GEOG2

a. Population and Place GEOG2.A

1. Analyze why populations increase or decrease in various regions throughout the world. SS.GEOG2.A.M.1
2. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region). SS.GEOG2.A.M.2

b. Reasons People Move GEOG2.B

m. Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world. SS.GEOG2.B.M

c. Impact of Movement GEOG2.C

1. Use regions in the world to analyze the role of population shifts in why places change over time. SS.GEOG2.C.M.1
2. Evaluate the impact of migration on the place of origin and the place of settlement. SS.GEOG2.C.M.2

d. Urbanization GEOG2.D

1. Investigate the impact of rural decline and the growth of cities on a place. SS.GEOG2.D.M.1
2. Analyze patterns of urbanization around the world. SS.GEOG2.D.M.2

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g3. Wisconsin students will examine the impacts of global interconnections and relationships. SS.GEOG3

a. Distribution of Resources 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.A.M

b. Networks GEOG3.B

1. Analyze spatial patterns of social and economic development in a variety of regions in the world. SS.GEOG3.B.M.1
2. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). SS.GEOG3.B.M.2

Geog4. Wisconsin students will evaluate the relationship between identity and place. SS.GEOG4

a. Characteristics of Place GEOG4.A

1. Explain how place-based identities can change places over time. SS.GEOG4.A.M.1
2. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. SS.GEOG4.A.M.2
3. 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). SS.GEOG4.A.M.3

Geog5. Wisconsin students will evaluate the relationship between humans and the environment. SS.GEOG5

a. Human Environment Interaction GEOG5.A

m. Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources. SS.GEOG5.A.M

b. Interdependence GEOG5.B

1. Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. SS.GEOG5.B.M.1
2. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations. SS.GEOG5.B.M.2

History

Hist1. Wisconsin students will use historical evidence for determining cause and effect. SS.HIST1

a. Cause HIST1.A

m. Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.HIST1.A.M

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b. Effect HIST1.B

m. Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. SS.HIST1.B.M

Hist2. Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. SS.HIST2

a. Patterns stay the same over a period of time HIST2.A

m. Explain patterns of continuity over time in the community, the state, the United States, and the world. SS.HIST2.A.M

b. Patterns change over a period of time HIST2.B

m. Explain patterns of change over time in the community, the state, the United States, and the world. SS.HIST2.B.M

c. Contextualization HIST2.C

m. Analyze how the historical context influenced the process or nature of the continuity or change that took place. SS.HIST2.C.M

Hist3. Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. SS.HIST3

a. Connections HIST3.A

m. Compare events from United States or world history to a current issue or event. SS.HIST3.A.M

b. Perspective HIST3.B

m. Apply historical perspectives to describe differing viewpoints of current events. SS.HIST3.B.M

c. Current Implications HIST3.C

m. Hypothesize the direction of current events and outcomes based on the past. SS.HIST3.C.M

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). SS.HIST4

a. Historical Context HIST4.A

m. Explain how the historical context (situation) influences a primary or secondary source. SS.HIST4.A.M

b. Intended Audience HIST4.B

m. Explain the significance of the intended audience of a primary or secondary source. SS.HIST4.B.M

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c. Purpose HIST4.C

m. Explain the significance of the intended purpose of a specific primary or secondary source. SS.HIST4.C.M

d. Point of View (POV) HIST4.D

m. Explain how the POV of the author can influence the meaning of a primary or secondary source. SS.HIST4.D.M

Political Science

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

a. Values & Principles of American Constitutional Democracy PS1.A

1. Investigate the components of responsible citizenship. SS.PS1.A.M.1
2. Summarize the importance of rule of law. SS.PS1.A.M.2

b. Origins & Foundation of the Government of the United States PS1.B

1. Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. SS.PS1.B.M.1
2. 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. SS.PS1.B.M.2
3. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state. SS.PS1.B.M.3

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

a. Civil Rights and Civil Liberties PS2.A

1. Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. SS.PS2.A.M.1
2. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. SS.PS2.A.M.2
3. Predict how collective action movements work to extend equal rights to groups and individuals. SS.PS2.A.M.3

b. Fundamentals of Citizenship PS2.B

1. Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). SS.PS2.B.M.1
2. 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.B.M.2

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c. Asserting and Reaffirming of Human Rights PS2.C

1. 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. SS.PS2.C.M.1
2. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights. SS.PS2.C.M.2

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

a. Political Participation PS3.A

1. Assess voter participation in elections. SS.PS3.A.M.1
2. Explain their role in government at the local, state, tribal, and federal levels. SS.PS3.A.M.2

b. Linkage Institutions PS3.B

1. Analyze the role of various types of media in elections and functions of government. SS.PS3.B.M.1
2. Analyze how elections and political parties in the United States connect the people to government. SS.PS3.B.M.2
3. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying). SS.PS3.B.M.3

c. Power in Government PS3.C

m. Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. SS.PS3.C.M

d. Public Policy PS3.D

m. Analyze how governments address and solve problems through the public policy process. SS.PS3.D.M

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

a. Argumentation PS4.A

m. Assemble an argument utilizing multiple sources of information. SS.PS4.A.M

b. Compromise, Diplomacy, and Consensus Building PS4.B

m. Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions). SS.PS4.B.M