Wisconsin Social Studies

Grades 9, 10, 11, 12

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

h. Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. SS.INQ1.A.H

b. Plan inquiry INQ1.B

h. Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. SS.INQ1.B.H

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

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, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources. SS.INQ2.A.H

b. Evaluate sources INQ2.B

h. 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. SS.INQ2.B.H

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

a. Develop claims to answer inquiry question INQ3.A

h. Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. SS.INQ3.A.H

b. Cite evidence from multiple sources to support claim INQ3.B

h. Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). SS.INQ3.B.H

c. Elaborate how evidence supports claim INQ3.C

h. Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately. SS.INQ3.C.H

Inq4. **Wisconsin students will communicate and critique conclusions.** SS.INQ4

a. Communicate conclusions 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.A.H

b. Critique conclusions 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. SS.INQ4.B.H

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

a. Civic engagement 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. SS.INQ5.A.H

Behavioral Sciences

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

a. Individual cognition, perception, and behavior BH1.A

1. Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. SS.BH1.A.H.1
2. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. SS.BH1.A.H.2
3. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society. SS.BH1.A.H.3

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b. Personal identity and empathy BH1.B

1. Examine the effects of discrimination on identity. SS.BH1.B.H.1
2. Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias SS.BH1.B.H.2

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

a. Relationship of people and groups BH2.A

1. Investigate how language and culture can unify a group of people. SS.BH2.A.H.1
2. 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). SS.BH2.A.H.2

b. Cultural patterns BH2.B

h. Critique interpretations of how different cultures interact with their environment. SS.BH2.B.H

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

a. Social Interactions BH3.A

1. Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. SS.BH3.A.H.1
2. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. SS.BH3.A.H.2

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

h. Evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures. SS.BH4.A.H

Economics

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

a. Choices and Decision-Making 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. SS.ECON1.A.H

b. Incentives ECON1.B

h. Evaluate how incentives determine what is produced and distributed in a competitive market system. SS.ECON1.B.H

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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. Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. SS.ECON2.A.H.1
2. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market). SS.ECON2.A.H.2

b. Supply, Demand, and Competition ECON2.B

1. Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced. SS.ECON2.B.H.1
2. 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.B.H.2

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

1. Calculate the costs of production and explain their role in firm decision-making. SS.ECON2.C.H.1
2. Differentiate between and calculate revenue and profit for a given firm. SS.ECON2.C.H.2

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

a. Economic Indicators ECON3.A

1. Assess how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices. SS.ECON3.A.H.1
2. Analyze why unemployment rates differ for people of different ages, races, and genders. SS.ECON3.A.H.2
3. Use economic indicators to analyze the current and future state of the economy. SS.ECON3.A.H.3

b. Money ECON3.B

h. Evaluate the structure and functions of money in the United States, including the role of interest rates. SS.ECON3.B.H

c. Economic Fluctuations and Business Cycles ECON3.C

1. Connect the components of Gross Domestic Product (GDP) to different parts of an economy, and differentiate between real and nominal GDP. SS.ECON3.C.H.1
2. Compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction/recession, trough). SS.ECON3.C.H.2

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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

1. 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. SS.ECON4.A.H.1
2. Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality. SS.ECON4.A.H.2

b. Institutions ECON4.B

1. Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems/rule of law, corporations, minimum wage, regulations) have on our nation. SS.ECON4.B.H.1
2. 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. SS.ECON4.B.H.2
3. Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property). SS.ECON4.B.H.3

c. Role of Government ECON4.C

1. Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). SS.ECON4.C.H.1
2. Justify the selection of fiscal and monetary policies in expanding or contracting the economy. SS.ECON4.C.H.2

d. Impact of Government Interventions ECON4.D

1. Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. SS.ECON4.D.H.1
2. 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.D.H.2

a. Specialization, Trade, and Interdependence ECON5.A

1. Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies SS.ECON5.A.H.1
2. Analyze the role of comparative advantage in international trade of goods and services. SS.ECON5.A.H.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 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. SS.GEOG1.A.H.1

2. 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. SS.GEOG1.A.H.2

b. Spatial Thinking (map interpretation) GEOG1.B

h. Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time. SS.GEOG1.B.H

c. Mental Mapping/Maps from Memory GEOG1.C

1. Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives. SS.GEOG1.C.H.1

2. 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 SS.GEOG1.C.H.2

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

a. Population and Place GEOG2.A

1. Evaluate population policies by analyzing how governments affect population change. SS.GEOG2.A.H.1
2. Analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world. SS.GEOG2.A.H.2

b. Reasons People Move GEOG2.B

h. Evaluate the impact of major international migrations, both past and present, on physical and human systems SS.GEOG2.B.H

c. Impact of Movement 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.C.H

d. Urbanization GEOG2.D

1. Evaluate the impact of spatial inequality as a result of urbanization, and develop various solutions to address these inequalities. SS.GEOG2.D.H.1
2. Analyze the impact of rural decline and urbanization on a place. SS.GEOG2.D.H.2

Geog3. **Wisconsin students will examine the impacts of global interconnections and relationships.** SS.GEOG3

a. Distribution of Resources GEOG3.A

1. Evaluate in both current and historical context how the prospect of gaining access to resources in contested zones creates competition among countries. SS.GEOG3.A.H.1
2. 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.A.H.2

b. Networks GEOG3.B

1. Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions. SS.GEOG3.B.H.1
2. Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN). SS.GEOG3.B.H.2

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

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a. Characteristics of Place GEOG4.A

1. Evaluate the effect of culture on a place over time. SS.GEOG4.A.H.1
2. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. SS.GEOG4.A.H.2
3. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). SS.GEOG4.A.H.3
4. 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. SS.GEOG4.A.H.4

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

a. Human Environment Interaction 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.A.H

b. Interdependence 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. SS.GEOG5.B.H

History

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

a. Cause 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. SS.HIST1.A.H

b. Effect 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. SS.HIST1.B.H

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

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. SS.HIST2.A.H

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

c. Contextualization HIST2.C

h. Evaluate how the historical context influenced the process or nature of the continuity or change that took place. SS.HIST2.C.H

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

h. Analyze significant historical periods and their relationship to present issues and events. SS.HIST3.A.H

b. Perspective HIST3.B

h. Evaluate historical perspectives to create arguments with evidence concerning current events. SS.HIST3.B.H

c. Current Implications HIST3.C

h. Evaluate and justify predictions of potential outcomes of current events based on the past. SS.HIST3.C.H

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

h. Analyze how the historical context (situation) influences a primary or secondary source. SS.HIST4.A.H

b. Intended Audience HIST4.B

h. Analyze how the intended audience influences a primary or secondary source SS.HIST4.B.H

c. Purpose HIST4.C

h. Analyze the intended purpose of a specific primary or secondary source. SS.HIST4.C.H

d. Point of View (POV) 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. SS.HIST4.D.H

Po Skip to main content **.. Wisconsin students will identify and analyze democratic principles and ideals.** SS.PS1

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

1. 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. SS.PS1.A.H.1
2. Analyze sources of governmental authority. SS.PS1.A.H.2

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

1. Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. SS.PS1.C.H.1
2. Analyze the foundational ideas of United States government which are embedded in founding era documents. SS.PS1.C.H.2
3. Analyze landmark Supreme Court decisions regarding how 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. SS.PS1.C.H.3
4. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution. SS.PS1.C.H.4

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

a. Civil Rights and Civil Liberties PS2.A

1. Critique the struggle for suffrage and citizenship since the founding period. SS.PS2.A.H.1
2. 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. SS.PS2.A.H.2
3. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups. SS.PS2.A.H.3

b. Fundamentals of Citizenship PS2.B

1. Assess the difference in constitutional and legal protections for citizens vs. noncitizens. SS.PS2.B.H.1
2. 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.B.H.2

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c. Asserting and Reaffirming of Human Rights PS2.C

1. Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. SS.PS2.C.H.1
2. 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). SS.PS2.C.H.2
3. 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. SS.PS2.C.H.3

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

a. Political Participation PS3.A

1. Create and evaluate solutions to increase voter participation. SS.PS3.A.H.1
2. Evaluate their role in government at the local, state, tribal, and federal levels. SS.PS3.A.H.2

b. Linkage Institutions PS3.B

1. Evaluate the role of various types of media in elections and functions of government. SS.PS3.B.H.1
2. 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. SS.PS3.B.H.2
3. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups). SS.PS3.B.H.3

c. Power in Government PS3.C

1. Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. SS.PS3.C.H.1
2. 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.C.H.2

d. Public Policy PS3.D

h. Evaluate the effectiveness of public policy actions and processes. SS.PS3.D.H

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

a. Argumentation PS4.A

h. Create arguments by researching and interpreting claims and counterclaims. SS.PS4.A.H

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

h. Analyze the effects of a political compromise with major historical impact. SS.PS4.B.H