Wisconsin Social Studies

Grades K, 1, 2

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

e. Explain why or how a teacher or text provided question is important to a topic or issue. SS.INQ1.A.E

b. Plan inquiry 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?"). SS.INQ1.B.E

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

e. Brainstorm what resources would be valuable to guide the inquiry. SS.INQ2.A.E

b. Evaluate sources INQ2.B

e. Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.INQ2.B.E

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

a. Develop claims to answer inquiry question INQ3.A

e. With prompting and support, state a claim to answer a question that the class is considering. SS.INQ3.A.E

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

e. Determine which evidence in teacher-provided sources support a claim that answers a compelling question. SS.INQ3.B.E

c. Elaborate how evidence supports claim INQ3.C

e. Explain how evidence supports a claim for a class inquiry. SS.INQ3.C.E

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

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a. Communicate conclusions INQ4.A

e. Communicate conclusions. SS.INQ4.A.E

b. Critique conclusions INQ4.B

e. Respond effectively to questions about their inquiry. SS.INQ4.B.E

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

a. Civic engagement INQ5.A

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

Behavioral Sciences

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

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

2. Understand we are individuals influenced by our relationships and environments. SS.BH1.A.2

b. Personal identity and empathy BH1.B

2. Identify situations and places that impact a person's emotions. . SS.BH1.B.2

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

a. Relationship of people and groups BH2.A

K-1. Describe how groups of people are alike and different. SS.BH2.A.K-1

b. Cultural patterns BH2.B

1. Understand ways people change and adapt to new situations in places and within a family. SS.BH2.B.1

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

2. Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?). SS.BH3.A.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

e. Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes. SS.BH4.A.E

Economics

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

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a. Choices and Decision-Making ECON1.A

1. Differentiate between a "want" and a "need". SS.ECON1.A.1.1
2. Describe resources that are important or useful to you, your family, community, and country. SS.ECON1.A.1.2

b. Incentives ECON1.B

2. Predict a person's change in behavior in response to different potential rewards. SS.ECON1.B.2

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. Differentiate between buyers (consumers) and sellers (producers). SS.ECON2.A.1

b. Supply, Demand, and Competition ECON2.B

2. Define product market and categorize prices of products in a local market. SS.ECON2.B.2

c. Firm/Business Behavior and Costs of Production 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.ECON2.C.2

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

a. Economic Indicators ECON3.A

1. Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). SS.ECON3.A.1

b. Money ECON3.B

1. Categorize types of money (e.g., coins, bills), and explain why money is used. SS.ECON3.B.1.1
2. Formulate reasons why people save. SS.ECON3.B.1.2

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

2. Hypothesize how a good gets to the local community market. SS.ECON4.A.2

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b. Institutions ECON4.B

1. Classify different jobs people have and how these jobs help others. SS.ECON4.B.1.1

2. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people. SS.ECON4.B.1.2

c. Role of Government ECON4.C

2. Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people. SS.ECON4.C.2

d. Impact of Government Interventions 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.D.1

a. Specialization, Trade, and Interdependence ECON5.A

1. Investigate how people can benefit themselves and others by developing special skills and strengths. SS.ECON5.A.2.1

2. Hypothesize why people in one country trade goods with people in another country. SS.ECON5.A.2.2

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. 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.A.1

b. Spatial Thinking (map interpretation) GEOG1.B

1-2. Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. SS.GEOG1.B.1-2

c. Mental Mapping/Maps from Memory GEOG1.C

1. Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols. SS.GEOG1.C.1

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

a. Population and Place GEOG2.A

1. Analyze where and why people live in certain places. SS.GEOG2.A.K-1.1

2. Classify the local community as rural, suburban, urban, or tribal. SS.GEOG2.A.K-1.2

b. Reasons People Move GEOG2.B

2. Explain why people have moved to and away from their community. SS.GEOG2.B.2

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c. Impact of Movement GEOG2.C

2. Describe population changes in their community over time. SS.GEOG2.C.2

d. Urbanization GEOG2.D

1. Identify and explain differences between rural and urban areas. SS.GEOG2.D.1

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

a. Distribution of Resources 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.A.1

b. Networks GEOG3.B

2. Compare and contrast the different modes of transportation and communication used by families in work and daily lives. SS.GEOG3.B.2

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

a. Characteristics of Place GEOG4.A

1. Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). SS.GEOG4.A.2.1

2. Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship). SS.GEOG4.A.2.2

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

a. Human Environment Interaction GEOG5.A

1. Provide examples of human changes to the environment surrounding the school or neighborhood. SS.GEOG5.A.1

b. Interdependence GEOG5.B

2. Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used. SS.GEOG5.B.2

History

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

a. Cause HIST1.A

e. Identify one or more causes of an event, issue, or problem. SS.HIST1.A.E

b. Effect HIST1.B

e. Identify one or more effects of an event, issue, or problem. SS.HIST1.B.E

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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
  - e. Identify patterns of what stayed the same to self, family, and community over time. SS.HIST2.A.E
- b. Patterns change over a period of time HIST2.B
  - e. Identify patterns of change to self, family, and community over time. SS.HIST2.B.E
- c. Contextualization HIST2.C
  - e. Explain how something happening outside of your home can affect your family. SS.HIST2.C.E

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
  - e. Describe a person or event from the past that reflects your own life in some way. SS.HIST3.A.E
- b. Perspective HIST3.B
  - e. Explain why two people can talk about an event from different viewpoints. SS.HIST3.B.E
- c. Current Implications HIST3.C
  - e. Explain how something from the past can affect your life now. SS.HIST3.C.E

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
  - e. Describe the events that led to the creation of a primary source. SS.HIST4.A.E
- b. Intended Audience HIST4.B
  - e. Identify the intended audience for whom the primary or secondary source was created. SS.HIST4.B.E
- c. Purpose HIST4.C
  - e. Create one primary source about your life. SS.HIST4.C.E
- d. Point of View (POV) HIST4.D
- e. Identify the POV of your own primary or secondary source. SS.HIST4.D.E

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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. Describe symbols, songs, and traditions that identify our state and country. SS.PS1.A.K-1.1
2. Assess the importance of rules and laws at home, in school, and in the community. SS.PS1.A.K-1.2

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

1-2. Compare contributions of two or more influential people related to the founding of the United States. SS.PS1.B.1-2

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

a. Civil Rights and Civil Liberties PS2.A

1. Compare rights and responsibilities within the classroom, school, and community. SS.PS2.A.1-2.1
2. Classify basic rights that all humans have (i.e., life, liberty, safety). SS.PS2.A.1-2.2

b. Fundamentals of Citizenship PS2.B

1. Summarize situations where individuals have rights, freedoms, and equality. SS.PS2.B.2.1
2. Develop an opinion about an issue in your school or community. SS.PS2.B.2.2

c. Asserting and Reaffirming of Human Rights PS2.C

1. Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). SS.PS2.C.1-2.1
2. 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). SS.PS2.C.1-2.2

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

a. Political Participation PS3.A

1. Describe and explain the effect an action has on members of a group. SS.PS3.A.1.1
2. Express an opinion and vote on a topic in their lives. SS.PS3.A.1.2

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b. Linkage Institutions PS3.B

1. Identify different types of media and sources. SS.PS3.B.E.1
2. Explain why we have elections. SS.PS3.B.E.2
3. Summarize basic roles of civic institutions (e.g., school, home, family, community). SS.PS3.B.E.3

c. Power in Government 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.C.1

d. Public Policy PS3.D

1. Predict how people come up with different ideas to solve a problem. SS.PS3.D.1

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

a. Argumentation PS4.A

e. Compare and contrast perspectives on the same topic. SS.PS4.A.E

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

2. Give an example of a compromise. SS.PS4.B.2