

Grades 3, 4, 5

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
 - i. Develop list of open- and closed-ended questions on a topic or issue. SS.INQ1.A.I
 - b. Plan inquiry INQ1.B
 - i. Develop list of questions that support the research through discussion and investigation to guide inquiry. SS.INQ1.B.I
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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
 - i. Gather a variety of resources into categories to guide the inquiry. SS.INQ2.A.I
 - b. Evaluate sources INQ2.B
 - i. Evaluate resources to determine which best support the inquiry and supporting questions. SS.INQ2.B.I
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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
 - i. Create a thesis statement based on evidence found in sources to make a claim. SS.INQ3.A.I
- b. Cite evidence from multiple sources to support claim INQ3.B
 - i. Select appropriate evidence from sources to support a claim. SS.INQ3.B.I
- c. Elaborate how evidence supports claim INQ3.C
 - i. Assess how evidence supports a claim. SS.INQ3.C.I

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

- a. Communicate conclusions INQ4.A
 - i. Communicate conclusions from a variety of teacher-provided presentation options. SS.INQ4.A.I
 - b. Critique conclusions INQ4.B
 - i. Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student. SS.INQ4.B.I
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Inq5. Wisconsin students will be civically engaged. SS.INQ5

- a. Civic engagement INQ5.A
 - i. Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. SS.INQ5.A.I
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Behavioral Sciences

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

- a. Individual cognition, perception, and behavior BH1.A
 - 4. Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments. SS.BH1.A.4
 - b. Personal identity and empathy BH1.B
 - 4. Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity. SS.BH1.B.4
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BH2. Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology). SS.BH2

- a. Relationship of people and groups BH2.A
 - 4-5. Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.BH2.A.4-5
 - b. Cultural patterns BH2.B
 - 4. Give examples of how peoples from different cultures develop different values and ways of interpreting experiences. SS.BH2.B.4
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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
 - 5. Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. SS.BH3.A.5

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
 - i. Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse). SS.BH4.A.I
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Economics

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

- a. Choices and Decision-Making ECON1.A
 - 1. Use economic reasoning to compare and contrast the costs and benefits of a decision. SS.ECON1.A.3.1
 - 2. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable). SS.ECON1.A.3.2
 - b. Incentives ECON1.B
 - 4. Infer potential incentives in a real-world situation. SS.ECON1.B.4
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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. Compare two product markets found in the local community. SS.ECON2.A.3-4.1
 - 2. Differentiate between goods and services. SS.ECON2.A.3-4.2
- b. Supply, Demand, and Competition 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.B.4-5
- c. Firm/Business Behavior and Costs of Production ECON2.C
 - 1. Compare the skills and knowledge required to produce certain goods and services. SS.ECON2.C.3.1
 - 2. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product. SS.ECON2.C.3.2

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

a. Economic Indicators ECON3.A

4. Investigate how the cost of things changes over time. SS.ECON3.A.4

b. Money ECON3.B

5. Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest. SS.ECON3.B.5

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

3. Trace the chain of supply for a needed product (e.g., food, shelter). SS.ECON4.A.3

b. Institutions ECON4.B

1. Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. SS.ECON4.B.4-5.1

2. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings). SS.ECON4.B.4-5.2

c. Role of Government ECON4.C

5. Discuss reasons a government taxes people. SS.ECON4.C.5

d. Impact of Government Interventions ECON4.D

5. Predict unintended costs and benefits (i.e., externalities) for a given current situation or event. SS.ECON4.D.5

a. Specialization, Trade, and Interdependence ECON5.A

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). SS.ECON5.A.3

Geography

Geog1. Wisconsin students will use geographic tools and ways of thinking to analyze the world. SS.GE0G1

a. Tools of Geography GE0G1.A

1. Summarize how location (absolute and relative) affects people, places, and environment. SS.GE0G1.A.4-5.1
2. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) SS.GE0G1.A.4-5.2

b. Spatial Thinking (map interpretation) GE0G1.B

- i. Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images. SS.GE0G1.B.I

c. Mental Mapping/Maps from Memory GE0G1.C

1. 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. SS.GE0G1.C.4-5.1
2. Identify and construct regions (digital or paper) in Wisconsin and the United States. SS.GE0G1.C.4-5.2

Geog2. Wisconsin students will analyze human movement and population patterns. SS.GE0G2

a. Population and Place GE0G2.A

1. Categorize the populations of people living in their state and country. SS.GE0G2.A.3.1
2. 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/nation). SS.GE0G2.A.3.2

b. Reasons People Move GE0G2.B

5. Investigate push and pull factors of movement in their community, state, country, and world. SS.GE0G2.B.5

c. Impact of Movement GE0G2.C

5. Describe population changes in their state, and country over time. SS.GE0G2.C.5

d. Urbanization GE0G2.D

1. Summarize positive and negative factors of cities. SS.GE0G2.D.4-5.1
2. Identify the location and patterns of cities within our state and country. SS.GE0G2.D.4-5.2

Geog3. Wisconsin students will examine the impacts of global interconnections and relationships. SS.GE0G3

- a. Distribution of Resources GE0G3.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.GE0G3.A.5
- b. Networks GE0G3.B
 - 1. Classify various ways that people and countries depend on one another. SS.GE0G3.B.4.1
 - 2. Summarize how transportation and communication have changed economic activities over time. SS.GE0G3.B.4.2

Geog4. Wisconsin students will evaluate the relationship between identity and place. SS.GE0G4

- a. Characteristics of Place GE0G4.A
 - 1. Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). SS.GE0G4.A.4.1
 - 2. Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. SS.GE0G4.A.4.2
 - 3. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground). SS.GE0G4.A.4.3

Geog5. Wisconsin students will evaluate the relationship between humans and the environment. SS.GE0G5

- a. Human Environment Interaction GE0G5.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.GE0G5.A.3-4
 - b. Interdependence GE0G5.B
 - 5. Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable). SS.GE0G5.B.5
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History

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

- a. Cause HIST1.A
 - i. Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.HIST1.A.I
 - b. Effect HIST1.B
 - i. Use evidence to draw conclusions about probable effects of historical events, issues, and problems. SS.HIST1.B.I
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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
 - i. Describe patterns of continuity over time in the community, state, and the United States. SS.HIST2.A.I
 - b. Patterns change over a period of time HIST2.B
 - i. Describe patterns of change over time in the community, state, and the United States. SS.HIST2.B.I
 - c. Contextualization HIST2.C
 - i. Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. SS.HIST2.C.I
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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
 - i. Compare events in Wisconsin history to a current issue or event. SS.HIST3.A.I
- b. Perspective HIST3.B
 - i. Identify different historical perspectives regarding people and events in the past. SS.HIST3.B.I
- c. Current Implications HIST3.C
 - i. Explain how historical events have possible implications on the present. SS.HIST3.C.I

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*

i. Describe the historical context (situation) of a primary or secondary source. *SS.HIST4.A.I*

b. Intended Audience *HIST4.B*

i. Describe the significance of the intended audience of a primary or secondary source. *SS.HIST4.B.I*

c. Purpose *HIST4.C*

i. Describe the intended purpose of a specific primary or secondary source. *SS.HIST4.C.I*

d. Point of View (POV) *HIST4.D*

i. Describe the impact of the POV of the author has on a primary or secondary source. *SS.HIST4.D.I*

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. Differentiate between majority rule and minority rights (as a function of a democratic republic). *SS.PS1.A.I.1*

2. Hypothesize why laws and constitutions exist. *SS.PS1.A.I.2*

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

1. Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. *SS.PS1.B.4-5.1*

2. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. *SS.PS1.B.4-5.2*

3. Apply key elements of the Wisconsin Constitution to the local community. *SS.PS1.B.4-5.3*

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

a. Civil Rights and Civil Liberties PS2.A

1. 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. SS.PS2.A.I.1
2. Summarize the actions of people and groups that have advanced civil rights for individuals. SS.PS2.A.I.2
3. Identify and describe basic human liberties (i.e., thought, expression, privacy). SS.PS2.A.I.3

b. Fundamentals of Citizenship PS2.B

1. Compare and contrast being a citizen of a country to the principles of good citizenship. SS.PS2.B.5.1
2. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization). SS.PS2.B.5.2

c. Asserting and Reaffirming of Human Rights PS2.C

1. Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. SS.PS2.C.4-5.1
2. 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. SS.PS2.C.4-5.2

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

a. Political Participation PS3.A

1. Investigate reasons why citizens participate in elections. SS.PS3.A.4-5.1
2. Identify their role in government at the local, state, tribal, and federal levels. SS.PS3.A.4-5.2

b. Linkage Institutions PS3.B

1. Provide examples of how various types of media are used in elections and government. SS.PS3.B.3-4.1
2. Compare and contrast the multiple roles people play in elections. SS.PS3.B.3-4.2
3. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions). SS.PS3.B.3-4.3

c. Power in Government 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.C.4-5

d. Public Policy PS3.D

5. Provide examples of how different governments solve problems. SS.PS3.D.5

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

a. Argumentation PS4.A

- i. Compile relevant information to form a political argument and taking other points of view into account. SS.PS4.A.I

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

5. Describe what influences different political attitudes and actions and how diverse groups can work towards consensus. SS.PS4.B.5