

K-12 Social Studies Family Guide

The state of Wisconsin sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you understand those standards and partner with teachers to support your child's learning in grades kindergarten through twelfth. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Social Studies

Social Studies includes the study of the behavioral sciences (psychology, sociology, anthropology), economics, geography, history, and political science using a lens of inquiry.

Ideas of What I Might Learn and Do in Grades K-2

I can...

Determine what other questions are needed ("what more do we need to know?") to help me understand a topic (Inquiry).	Recognize the natural and human characteristics and resources of a community and how they are influenced by the local environment (Geography)
Describe how groups of people are alike and different (Behavioral Sciences).	Construct a map (paper or digital) of a familiar place (my bedroom, classroom, or community) using title, compass rose, and symbols (Geography)
Examine how people make choices based on wants and needs (Economics)	Identify causes and effects of an event, issue, or problem (History)
Identify the costs of everyday goods (such as milk, eggs, fruit and vegetables) (Economics)	Describe symbols, songs, and traditions that identify our state and country (Political Science).
Identify different types of jobs people have in my community (Economics)	Identify and compare ways that people resolve conflicts and differences (Political Science).

Questions to Support Learning

- What are you interested in knowing more about?
- Where do you think we can learn more about these things?
- How can you solve problems that you see?
- What are ways you can be a good friend to others?
- Why are symbols important to our country/state?
- What are some special things we do to think about our country/state?
- Why is it important to follow rules in a community?
- How are needs and wants different?
- What good do we purchase/use?
- What services are provided in our community?
- What is the purpose of a map?
- What kinds of things do people build to live and move on land and water?
- How have you learned about your past?
- What are some traditions that your family has?
- How do people celebrate differently/same?

- Why do people trade?
- What are the natural characteristics of a place? What are the human characteristics?
- What is the difference between rural, urban, suburban, and tribal communities?
- What questions could we ask to find out information about past events?
- How is family life today different from long ago?
- How have different places changed over time?
- How are rules at home the same and different from rules at school?
- What might happen if there were no rules?
- What do people give up when they make a choice?
- What can be used to pay for a good or service?
- How do environments change after people move into them?
- How do people change the environment to help them live better?
- How did American Indians in Wisconsin live long ago?
- How do American Indians in Wisconsin live today?

**Used/adapted from the Colorado Department of Education "[2020 Colorado Academic Standards Online](#)" the [Minnesota Center for Social Studies Education](#), [Iowa Core Parent Guides](#) from the Iowa Department of Education, [Oklahoma Family Guides](#) from the Oklahoma State Department of Education, and the [Standards Family Guides](#) from the Kentucky Department of Education.*

Social Studies

Social Studies includes the study of the behavioral sciences (psychology, sociology, anthropology), economics, geography, history, and political science using a lens of inquiry.

Ideas of What I Might Learn and Do in Grades 3-5

I can...

Develop a list of open- and closed-ended questions that support something I'd like to learn more about (Inquiry).	Draw conclusions about probable causes and effects of historical events, issues, and problems (History).
Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity (Behavioral Sciences).	Demonstrate how to engage in discussions in a respectful manner (Political Science).
Identify producers and consumers in my community (Economics).	Identify the origins and structure of local and Wisconsin government (Political Science).
List potential incentives in a real-world situation (Economics).	Explain the foundations of the US government (Political Science).
Distinguish between historical facts and myths (History).	Identify, investigate, and analyze multiple perspectives on a civic issue (Political Science).

Questions to Support Learning

- What are you interested in knowing more about?
- Where do you think we can learn more about these things?
- How can you solve problems that you see?
- How can I make a difference in my community?
- How can I participate in my community?
- How does our government serve community members?
- What cultures or traditions from around the world do you find interesting?
- What goods are imported to and exported from Wisconsin?
- How is our government organized?
- How do my choices affect me now and in the future?
- How are resources used to produce a good or service?
- How does scarcity affect producers and consumers?
- How can consumers and producers be both buyers and sellers?
- How are the prices of goods, services, and resources affected by supply and demand?
- How does geography affect where people live?
- If you could make a photo book of Wisconsin, what pictures would you include and why?
- How and why do people establish boundaries?
- Why do historians categorize time in different ways?
- What can I learn from historical records, maps, and artifacts?
- Why are there different versions of an event?
- How do inventions and technology change lives?
- What are some services provided by tribal governments?

- How is the US government different from tribal government?
- What are the roles and responsibilities of government leaders?
- What are some of the rights and responsibilities found in the Constitution and Bill of Rights?
- Who are our current government leaders?
- How are exchanges made in markets?
- Why do the costs of things change over time?
- What is the difference between private property and public property?
- Why does the government tax people?
- How do maps display information?
- How do humans interact with the environment?
- How do regions develop?
- How has farmland developed over time?
- Why and how did the people who live in your community come?
- What are the origins of people who live in Wisconsin today?
- How does finding a solution to a current problem help the community as a whole?
- How do the three branches of government interact with one another to ensure the Constitution is upheld?
- How does limiting the power of the branches of government affect people in the United States?
- How are laws put in place and why?
- How do historians use primary and secondary sources to make connections to today?
- How do we know what we know about the past?
- How can two people witness the same event and explain it in two different ways?

**Used/adapted from the Colorado Department of Education "[2020 Colorado Academic Standards Online](#)" the [Minnesota Center for Social Studies Education](#), [Iowa Core Parent Guides](#) from the Iowa Department of Education, [Oklahoma Family Guides](#) from the Oklahoma State Department of Education, and the [Standards Family Guides](#) from the Kentucky Department of Education.*

Social Studies

Social Studies includes the study of the behavioral sciences (psychology, sociology, anthropology), economics, geography, history, and political science using a lens of inquiry.

Ideas of What I Might Learn and Do in Grades 6-8

I can...

Develop claims and arguments based on research and include multiple points of view (Inquiry).	Use paper and digital maps to ask and answer geographic questions such as “where are there patterns?”, “why there?” and “why does it matter?” (Geography).
Discuss the role culture plays in personal and group behavior (Behavioral Sciences).	Explain patterns of continuity and change in the community, state, country, and world (History).
Assess how limited resources (such as money, land, number of workers, or time) can impact the choices made by producers and consumers (Economics).	Evaluate arguments from different points of view (History).
Construct a mental map (draw a map from memory) of the major regions of the world, including continents, countries, bodies of water, and mountain ranges (Geography).	Explain the relationship between federalism and local, state, and national governments (Political Science).
Analyze how a person’s local actions can have global consequences, and vice versa (Geography).	Describe how rights and responsibilities of people living in the US have changed over time (Political Science).

Questions to Support Learning

- What are you interested in knowing more about?
- Where do you think we can learn more about these things?
- How can you solve problems that you see?
- What opportunities are available to participate in local, state, and national government?
- How do political, geographic, economic, and cultural factors influence the movement of people and goods?
- How do we evaluate decisions made on issues from different points of view?
- How have rights changed over time?
- How do people become citizens of the United States?
- What are similarities and differences between the powers of the Wisconsin government and the federal government?
- What is the relationship between American Indian Nations in Wisconsin and the US Government?
- What are some intended and unintended consequences of different types of technology?
- What is the relationship between supply and demand?
- How does competition for goods and services affect price?

- How does inflation and unemployment affect different groups of people?
- How do different economic systems (command, market, or mixed) decide what, how, and for whom something is produced?
- Why do populations increase or decrease?
- How does migration affect regions of the world?
- How do people, products, and ideas move between places?
- Why is the concept of historical context (the situation at the time) so important when studying different eras of history?
- Why is it important to know the intended audience of a specific primary source (example: a speech)?
- What is rule of law, and why is it important?
- What are the rights and responsibilities of citizens of the US?
- How have different groups of people in the US worked to access greater rights?
- How does mass media affect our lives?
- How do governments address and solve problems?

**Used/adapted from the Colorado Department of Education "[2020 Colorado Academic Standards Online](#)" the [Minnesota Center for Social Studies Education](#), [Iowa Core Parent Guides](#) from the Iowa Department of Education, and the [Standards Family Guides](#) from the Kentucky Department of Education.*

Social Studies

Social Studies includes the study of the behavioral sciences (psychology, sociology, anthropology), economics, geography, history, and political science using a lens of inquiry.

Ideas of What I Might Learn and Do in Grades 9-12

I can...

Frame researchable, complex, and open-ended questions, integrating multiple social studies strands (Inquiry).	Evaluate primary and secondary sources through different social studies lenses (history, geography, economic, political science) (History).
Gather information about and engage civically to address issues at the local, state, tribal, national, and global levels (Inquiry & Political Science).	Analyze how the point of view of an author can influence the content and intent of a source, and whose voices may be left out (History).
Explain how government policies, competition, and international trade affect the price and availability of goods and services exchanged in the marketplace (Economics).	Identify who is currently running for election and what current issues are being discussed (Political Science).
Explain how decisions made by households, businesses, and governments affect the country's level of income, employment, and prices (Economics).	Trace the expansion of political engagement through civil rights movements and issues of unity and diversity (Political Science).
Use maps and other geographic tools to explain the interactions of people and places (Geography).	Understand the fundamental values and principles of the US democratic republic (Political Science).

Questions to Support Learning

- What are you interested in knowing more about?
- Where do you think we can learn more about these things?
- How can you solve problems that you see?
- What opportunities are available to participate in local, state, and national government?
- What issues matter to you?
- Who represents you at the local, state, tribal (if appropriate), and national level?
- How do different levels of our republic (local, state, tribal, national) influence our daily lives?
- How do incentives help determine what is produced and distributed in a competitive market economic system?
- How do supply and demand affect prices of goods and services?
- What is the difference between revenue and profit for a company?
- How do economic indicators like Gross Domestic Product, inflation, and unemployment affect our economy?
- What are the functions of money in the United States? Why do we need money?
- What is a recession?
- How are property rights (zoning, copyright, patents, etc) defined, protected, and enforced by the

government?

- What types of taxes do we have in the United States?
- How does the composition of a population (age, gender, ethnicity) affect countries or regions?
- How does rural decline and urbanization affect a place?
- How does historical context (what is going on at the time) affect our view of history?
- What are the foundational ideas and documents of the US government?
- How is the Wisconsin Constitution the same and different from the US Constitution?
- What is the balance between protecting individual rights and the general welfare and security of the country?
- What is the balance between majority rule and minority rights, and why is it important?
- How could the US increase voter participation?
- What is the role of the media in elections and the functions of government?
- What are the roles of political parties and lobbying in the US?

*Used/adapted from the Colorado Department of Education "[2020 Colorado Academic Standards Online](#)", the [Standards Family Guides](#) from the Kentucky Department of Education, and [Continuity of Learning - Social Studies](#) from the Maine Department of Education.