

WISCONSIN ESSENTIAL ELEMENTS FOR **Social Studies**



WISCONSIN ESSENTIAL ELEMENTS

FOR

Social Studies



WISCONSIN DEPARTMENT OF
Public Instruction

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

This publication is available from:

Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
(608) 266-8960

<https://dpi.wi.gov/sped/topics/essential-elements>

September 2021 Wisconsin Department of Public Instruction

The *Wisconsin Essential Elements for Social Studies* were created based on the *Wisconsin Standards for Social Studies* (2018) by Wisconsin social studies and special education educators. The *Wisconsin Essential Elements for Social Studies* were not created nor are they a derivative work of the Dynamic Learning Maps (DLM) Consortium.

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Table of Contents

Foreword.....	iv
Acknowledgements.....	v
Section I: Wisconsin’s Approach to Academic Standards.....	1
Purpose of the Document.....	2
What Are Academic Standards?.....	3
Relating the Academic Standards to All Students.....	4
Ensuring a Process for Student Success.....	5
Section II: Wisconsin Essential Elements for Social Studies.....	7
What is Essential Elements for Social Studies Education?.....	8
Essential Elements for Social Studies Education in Wisconsin.....	8
Standards Structure.....	10
Definitions.....	12
Social Studies Strands.....	12
At-A-Glance.....	14
Section III: Standards.....	15
Inquiry Practices and Process (Inq).....	16
Behavioral Science (BH).....	19
Economics (Econ).....	21
Geography (Geog).....	23
History (Hist).....	26
Political Science (PS).....	28

Foreword

On November 9, 2021, I formally adopted the Wisconsin Standards for Essential Elements: Social Studies. This new set of alternate academic achievement standards provides a foundational framework that identifies what students with the most significant cognitive disabilities should know and be able to do in social studies.

The adoption of the Wisconsin Standards for Essential Elements: Social Studies was part of a concerted effort led by Wisconsin educators and stakeholders. These dedicated individuals shared their expertise in social studies and special education, and in teaching students from kindergarten through grade 12. As part of Wisconsin's Academic Standards review and revision process, the public and legislature provided feedback for the writing committee to consider.

Social studies is composed of deep and enduring understandings, content, inquiry, concepts, and skills from the fields of geography, history, political science and civics, economics, and the behavioral sciences. Social studies prepares our young people to be college, career, and community ready. These standards emphasize the concept of inquiry in the social studies classroom and encourage teachers and districts to provide meaningful ways for students to be civically engaged in their communities.

The knowledge and skills described in these standards provide an authentic, real-world framework for social studies learning experiences.

The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field. I am excited to share the Wisconsin Standards for Essential Elements: Social Studies, which aim to build social studies skills, knowledge, and engagement opportunities for Wisconsin students with the most significant cognitive disabilities.

Dr. Jill Underly
State Superintendent



Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state’s academic standards for the *Wisconsin Essential Elements for Social Studies*. Thank you to the State Superintendent’s Academic Standards Review Council for their work and guidance through the standards process. A special thanks to the Writing Team for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, thank you to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

Wisconsin Essential Elements for Social Studies Writing Team

Co-Chairs: **Sherri Michalowski**, Middle School Social Studies Teacher, Elmbrook School District
 MaDonna Enkers, Special Education Teacher Mentor, Marathon County Special Education

DPI Liaisons: **Kris McDaniel**, Social Studies Consultant, DPI
 Iris Jacobson, Special Education Consultant, DPI

Tammie Alekna, Middle School Special Education Teacher, Adams-Friendship

Jennie Ekstein, K-12 Social Studies Coordinator, Milwaukee

Holly Smith, Director of Curriculum and Instruction, Lakeland School - Walworth County

Carrie Carlson, High School Social Studies Teacher, Altoona

Cheryl Funmaker, PhD, Educational Disabilities Director, Ho-Chunk Nation

Paul Smith, Program Support Teacher, Oshkosh

Dr. Denise Clark, Professor of Special Education, UW-Oshkosh

Sarah Harke, Elementary Special Education Teacher, Oconto Falls

Nikki Sprague, K-12 Communication Interaction Disorder and Intellectual Disabilities Teacher, Ashland

Rose Cutting, former coordinator for CESA 3 WI Statewide Parent-Educator Initiative (WSPEI)

Sara Vold, Assistive Technology and Intellectual Disabilities Program Support Teacher, Janesville

Department of Public Instruction, Academic Standards

- John W. Johnson, Director, Literacy and Mathematics, and Director for Academic Standards
- Meri Annin, Lead Visual Communications Designer
- David McHugh, Education Consultant for Strategic Planning and Professional Learning

Department of Public Instruction Leaders

- Duy Nguyen, Assistant State Superintendent, Division of Academic Excellence
- Sheila Briggs, Assistant State Superintendent, Division of Academic Excellence
- Paul Manriquez, Assistant State Superintendent, Division for Learning Support
- Barb Van Haren, Assistant State Superintendent, Division for Learning Support
- Tamara Mouw, Director, Teaching and Learning Team
- Julia Hartwig, Director, Special Education Team
- Daniel Parker, Assistant Director, Special Education Team

A special thanks to Russell Swinburne Romine, Ph.D., Associate Director, Accessible Teaching, Learning, and Assessment Systems (ATLAS), and Dynamic Learning Maps (DLM):

“Students with the most significant cognitive disabilities are entitled to high quality instruction in academics. The development of alternate academic achievement standards designed for students with the most significant cognitive disabilities, that are linked to the academic expectations for typically developing students, is a crucial tool to support high expectations for these learners. The work by educators in Wisconsin to develop alternate standards in social studies focused on carefully identifying the key concepts in the general standards and adapting them to provide descriptions of rigorous expectations for students with the most significant cognitive disabilities. These standards represent a significant leap forward in ensuring that these students have access to instruction that will support their independence and meaningful participation in civic and community life.”

Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve social studies education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows [The Guiding Principles for Teaching and Learning \(2011\)](#). In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district, and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the standards

provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. Academic standards work together with other critical principles and efforts to educate every child to graduate college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student’s developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child a Graduate Prepared for College and Career](#). When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

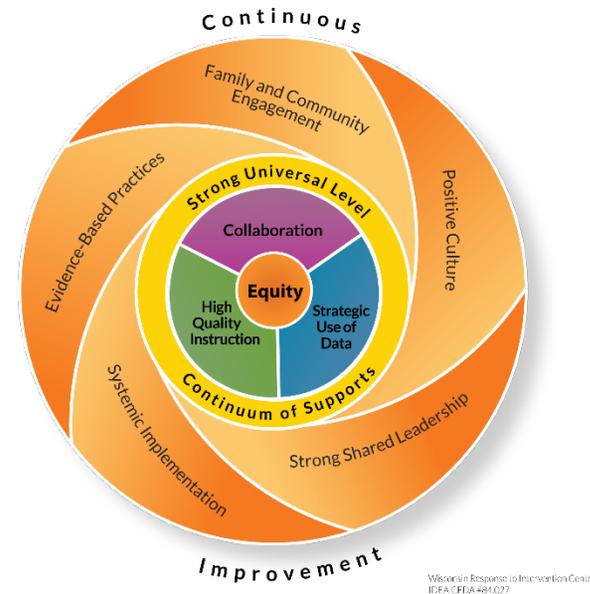
Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards.

With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.



References

The Guiding Principles for Teaching and Learning. 2011. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/standards/guiding-principles>.

Framework for Equitable Multi-Level Systems of Supports. 2017. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/rti>.

Section II

Wisconsin Standards for Essential Elements: Social Studies

Wisconsin Essential Elements for Social Studies

All students, including students with the most significant cognitive disabilities, deserve and have a right to a quality educational experience, including engagement in social studies. This right includes, to the maximum extent possible, the opportunity to be involved in and meet the same challenging expectations that have been established for all students.

The *Wisconsin Essential Elements for Social Studies* are aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities. These alternate achievement standards are clearly linked to *Wisconsin Standards for Social Studies*, promote access to the general education curriculum, reflect professional judgement of the highest expectation possible and provide current knowledge expected for each level of proficiency.

What is Social Studies Education?

Social studies is the integrated study of economics, geography, history, political science, and the behavioral sciences of psychology, sociology, and anthropology to promote civic competence. The standards outlined in this document provide an important foundation to prepare students to become engaged, informed participants committed to the ideas and values of our democratic republic, able to apply the skills of inquiry, collaboration, decision making, and problem solving (adapted from the National Council for the Social Studies definition).

The *Vision for Wisconsin Social Studies* was written in 2015 by the State Superintendent's K-12 Social Studies Advisory Committee:

Wisconsin students will become civically engaged problem-solvers who critically examine their roles in local, regional, state, national, and global communities. Through the study and application of the individual disciplines of social studies (behavioral sciences, economics, geography, history, and political science), students become lifelong learners able to collaborate and thrive in our interdependent world.

Wisconsin's Approach to Standards in Social Studies

The *Wisconsin Standards for Social Studies* (2018) were the basis for writing the *Wisconsin Essential Elements for Social Studies*. The *Wisconsin Standards for Social Studies* (2018) were written by a committee of educators, professors, and businesspeople from across the state. This team was tasked with outlining what content, practices, and ways of thinking are critical for Wisconsin students to be college, career, and community ready upon high school graduation. The general education social studies standards articulate end-of-grade level expectations.

The foundational documents and supports for the *Wisconsin Standards for Social Studies* (2018) include:

- National Council for the Social Studies (NCSS), 2013. *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring, MD: NCSS.

- National Council for the Social Studies (NCSS). 2010. *National Curriculum Standards for Social Studies*. Silver Spring, MD: NCSS

Specific content standards were referenced from national organizations, including:

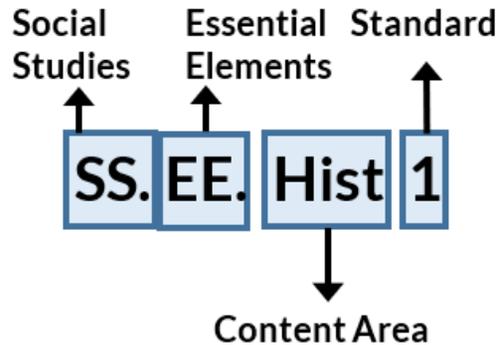
- American Psychological Association. 2011. *National Standards for High School Psychology Curricula*. Washington, DC: American Psychological Association.
- Council for Economic Education (CEE). 2010. *Voluntary National Content Standards in Economics*. New York: CEE.
- Geography Education National Implementation Project (GENIP). 2012. *Geography for Life: National Geography Standards*. Silver Spring, MD: GENIP.
- National Center for History in the Schools (NCHS). 1996. *National Standards for History*. Los Angeles: University of California Los Angeles (UCLA Department of History Public History Initiative).

State Social Studies Standards were referenced, including:

- Arizona Department of Education. 2017. *Academic Standards K-12 Social Studies(draft)*. Phoenix, AD: Arizona Department of Education.
- The College Board (Advanced Placement). 2016. *Historical Thinking Skills*. New York: The College Board.
- Delaware Department of Education. 2016. *Delaware State Standards for Social Studies*. Dover, DE: Delaware Department of Education.
- Harvey, Stephanie. 1997. *Nonfiction Matters*. Portsmouth, NH: Stenhouse Publishers.
- Harvey, Stephanie and Harvey Daniels. 2009. *Comprehension & Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann.
- Illinois State Board of Education. 2016. *Social Science Learning Standards*. Springfield, IL: Illinois State Board of Education.
- University of Wisconsin Oshkosh. Fox Valley Writing Project (additional resource material).
- Wisconsin Department of Public Instruction. 1998. *Wisconsin's Model Academic Standards for Social Studies*. Madison, WI: Wisconsin Department of Public Instruction.

Standards Structure

The *Wisconsin Essential Elements for Social Studies* follow a specific structure. “EE” is added to the Wisconsin Essential Element for Social Studies to align the academic achievement to the Wisconsin Standards for Social Studies (2018).



Wisconsin Standards for Social Studies:

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

Essential Element:

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

Target Level: Wisconsin students will use historical evidence for determining cause and effect.

Precursor Level: Wisconsin students will explain a cause and effect for a given event.

Initial Level: Wisconsin students will identify a cause and effect for a given event.

Standards Formatting

- Content Area (Strand): History
- Standard: Broad statement that tells what students are expected to know or be able to do
- Content areas for social studies in this code structure include:
 - Inq—Inquiry
 - BH—Behavioral Sciences
 - Econ—Economics
 - Geog—Geography
 - Hist—History
 - PS—Political Science

Levels: Each learning level is aligned to the Essential Element/Alternate Achievement Standard

- **Target level** is the Essential Element/Alternate Achievement standard, which is aligned to the state standard.
- Students who have not yet met the Target level may be at the **Precursor level**, which precedes the Target level.
- Students who have not yet met the Precursor level may be at the **Initial level**.

Definitions

Inquiry: A systematic investigation with five distinct parts: questioning, research, analysis, communication of results, and civic engagement.

Market: A place (actual or virtual) where the forces of supply and demand operate, and buyers and sellers meet to exchange goods and services for money or barter.

Mental Map: A person's perception of a place, including physical attributes and attributes; in K-12 Geography, it aligns to constructing (on paper or digitally) a map from memory.

Technology: The sum of the ways in which social groups provide themselves with the material objects of their civilization.

Appendices for the standards document may provide more guidance for curriculum work and should be referenced when starting a revision cycle.

Social Studies Strands



Social Studies Inquiry Practices and Processes

Advances in human knowledge come about not because people can memorize factoids or are great at filling out worksheets in school; rather, they come about when people ask questions and pursue those questions in reasoned self-critical ways. This is the essence of inquiry, beginning with questions to be answered and the work needed to begin to answer them, and is the reason that the social studies C3 document, developed by 15 professional social studies and content area associations, is built around the “inquiry arc” (developing questions, students learning to use disciplinary tools and concepts, evaluating sources and using evidence, communicating conclusions).^{*} Teaching our social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands. Teaching with the inquiry arc is a process that can move from teacher-structured inquiries to guided individual inquiry. The proper use of the inquiry arc within our classrooms, along with other thoughtful social studies strategies, will help our students build the intellectual habits of mind that will be with them long after the content is forgotten. It can create in our students the confidence in their own skills to make sense of an increasingly complex world.

^{*} National Council for the Social Studies, *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (Silver Spring, MD: NCSS, 2013).



Behavioral Sciences Strand

Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual’s uniqueness is essential to understanding the influence on self and on others.



Economics Strand

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.



Geography Strand

Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.



History Strand

Students need to understand their historical roots and those of others, and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.



Political Science Strand

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.

At-A-Glance: Wisconsin Essential Elements for Social Studies

Wisconsin students will...

Social Studies Inquiry Practices and Processes

1. Construct meaningful questions related to a social studies topic.
2. Gather and select reliable sources related to a social studies topic or issue.
3. Develop claims to answer an inquiry question.
4. Communicate and critique conclusions of a claim.
5. Be civically engaged.

Behavioral Science

1. Examine individual learning, perception, behavior, and identity (Psychology).
2. Investigate interactions between individuals and groups (Sociology).
3. Examine how human behavior and cultures can influence people, events, and other cultures (Anthropology).
4. Examine the progression of specific forms of technology and their influence within various societies.

Economics

1. Use economic reasoning to understand issues.
2. Understand how decisions are made and interactions occur among consumers (individuals and households) and producers (firms/businesses) (Microeconomics).
3. Identify how an economy functions as a whole (Macroeconomics).
4. Identify government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

Geography

1. Use geographic tools and ways of thinking to explore the world.
2. Identify reasons for human movement and explore population patterns.
3. Identify the impacts of global distribution of resources and geographic networks.
4. Examine the relationship between identity and place.
5. Examine the relationship between humans and the environment.

History

1. Use historical evidence for determining cause and effect.
2. Recognize patterns of continuity and change over time and contextualization of historical events.
3. Connect historic events, people, and ideas to the present, identify different perspectives, and identify current implications.
4. Examine a variety of primary and secondary sources to identify the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Political Science

1. Identify democratic principles and ideals.
2. Investigate the rights, privileges, and responsibilities in a society.
3. Identify the roles and processes of political and civic institutions.
4. Develop and employ skills for civic literacy.

Section III

Essential Elements for Social Studies (Grades K-12)



Content Area: Inquiry Practices and Process (Inq)

Wisconsin Standards for Social Studies:

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

Essential Element:

SS.EE.Inq1: Wisconsin students will construct meaningful questions related to a social studies topic.

Target Level: Wisconsin students will construct meaningful questions related to a social studies topic.

Precursor Level: Wisconsin students will recognize the difference between open- and closed-ended questions and identify follow-up questions on a social studies topic.

Initial Level: Wisconsin students will develop closed-ended questions on a social studies topic.

Content Area: Inquiry Practices and Process (Inq)

Wisconsin Standards for Social Studies:

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

Essential Element:

SS.EE.Inq2: Wisconsin students will gather and select reliable sources related to a social studies topic or issue.

Target Level: Wisconsin students will gather and select reliable sources related to a social studies topic or issue.

Precursor Level: Wisconsin students will identify what constitutes a reliable source in regard to a social studies topic or issue.

Initial Level: Wisconsin students will identify sources related to a social studies topic or issue.

Content Area: Inquiry Practices and Process (Inq)

Wisconsin Standards for Social Studies:

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

Essential Element:

SS.EE.Inq3: Wisconsin students will develop claims to answer an inquiry question.

Target Level: Wisconsin students will develop claims to answer an inquiry question.

Precursor Level: Wisconsin students will use multiple pieces of evidence to support their claim (opinion).

Initial Level: Wisconsin students will use one piece of evidence to support their claim (opinion).

Content Area: Inquiry Practices and Process (Inq)

Wisconsin Standards for Social Studies:

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

Essential Element:

SS.EE.Inq4: Wisconsin students will communicate and critique conclusions of a claim.

Target Level: Wisconsin students will communicate and critique conclusions of a claim.

Precursor Level: Wisconsin students will explore strengths and weaknesses of a claim.

Initial Level: Wisconsin students will communicate conclusions of a claim.



Content Area: Inquiry Practices and Process (Inq)

Wisconsin Standards for Social Studies:

SS.Inq5: Wisconsin students will be civically engaged.

Essential Element:

SS.EE.Inq5: Wisconsin students will be civically engaged.

Target Level: Wisconsin students will be civically engaged.

Precursor Level: Wisconsin students will identify potential solutions to issues of importance.

Initial Level: Wisconsin students will identify issues of importance.

Content Area: Behavioral Science (BH)

Wisconsin Standards for Social Studies

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

Essential Element:

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

Target Level: Wisconsin students will examine individual learning, perception, behavior, and identity (Psychology).

Precursor Level: Wisconsin students will examine biological and environmental factors that influence a person's perception and identity.

Initial Level: Wisconsin students will examine a person's learning, behavior, or identity.

Content Area: Behavioral Science (BH)

Wisconsin Standards for Social Studies

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

Essential Element:

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

Target Level: Wisconsin students will investigate interactions between individuals and groups (Sociology).

Precursor Level: Wisconsin students will identify examples of cultural expression.

Initial Level: Wisconsin students will compare and contrast different groups of people.

Content Area: Behavioral Science (BH)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.BH3: Wisconsin students will examine how human behavior and cultures can influence people, events, and other cultures (Anthropology).

Target Level: Wisconsin students will examine how human behavior and cultures can influence people, events, and other cultures (Anthropology).

Precursor Level: Wisconsin students will examine how human behavior and cultures can influence people, events, or other cultures.

Initial Level: Wisconsin students will explore how human behavior and cultures can influence people.

Content Area: Behavioral Science (BH)

Wisconsin Standards for Social Studies

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

Essential Element:

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

Target Level: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies or cultures.

Precursor Level: Wisconsin students will examine the influence of a given form of technology within various societies or cultures.

Initial Level: Wisconsin students will explore given technologies and identify their intended purposes in relation to how it assists them.



Content Area: Economics (Econ)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Econ1: Wisconsin students use economic reasoning to understand issues.

Target Level: Wisconsin students use economic reasoning to understand issues.

Precursor Level: Wisconsin students will identify how costs, benefits, and incentives affect decision-making.

Initial Level: Wisconsin students will differentiate between a want and a need and provide an example of an opportunity cost.

Content Area: Economics (Econ)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Econ2: Wisconsin students will understand how decisions are made and interactions occur among consumers (i.e., individuals and households) and producers (firms/businesses) (Microeconomics).

Target Level: Wisconsin students will understand how decisions are made and interactions occur among consumers (i.e., individuals and households) and producers (firms/businesses) (Microeconomics).

Precursor Level: Wisconsin students will differentiate between demand and supply and identify the factors of production.

Initial Level: Wisconsin students will identify the relationship between a consumer and producer and identify products that consumers would receive from a given producer.

Content Area: Economics (Econ)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Econ3: Wisconsin students will identify how an economy functions as a whole (Macroeconomics).

Target Level: Wisconsin students will identify how an economy functions as a whole (Macroeconomics).

Precursor Level: Wisconsin students will identify how the economy can affect people.

Initial Level: Wisconsin students will recognize that prices change over time and explore the value of saving money as it relates to changes in the economy as a whole.

Content Area: Economics (Econ)

Wisconsin Standards for Social Studies

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

Essential Element:

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

Target Level: Wisconsin students will identify government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

Precursor Level: Wisconsin students will identify how economic policies and government decisions affect others.

Initial Level: Wisconsin students will identify how economic policies affect their individual or families' lives.



Content Area: Geography (Geog)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Geog1: Wisconsin students will use geographic tools and ways of thinking to explore the world.

Target Level: Wisconsin students will use geographic tools and ways of thinking to explore the world.

Precursor Level: Wisconsin students will use geographic tools and identify geographic ways of thinking to explore the world.

Initial Level: Wisconsin students will explore the use of geographic tools to explore the world.

Content Area: Geography (Geog)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Geog2: Wisconsin students will identify reasons for human movement and explore population patterns.

Target Level: Wisconsin students will identify reasons for human movement and explore population patterns.

Precursor Level: Wisconsin students will explore reasons for human movement and population distribution.

Initial Level: Wisconsin students will explore the movement of people.

Content Area: Geography (Geog)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Geog3: Wisconsin students will identify the effects of global distribution of resources and geographic networks.

Target Level: Wisconsin students will identify the effects of global distribution of resources and geographic networks.

Precursor Level: Wisconsin students will identify how they access resources and the social and economic inter-relationships between states, regions, or countries.

Initial Level: Wisconsin students will identify a renewable resource and ways that people, things, and ideas move across spaces.

Content Area: Geography (Geog)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Geog4: Wisconsin students will examine the relationship between identity and place.

Target Level: Wisconsin students will examine the relationship between identity and place.

Precursor Level: Wisconsin students will identify how the human characteristics of a place affect the people who live there.

Initial Level: Wisconsin students will identify how the physical characteristics of a place affect the people who live there.

Content Area: Geography (Geog)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.Geog5: Wisconsin students will examine the relationships between humans and the environment.

Target Level: Wisconsin students will examine the relationships between humans and the environment.

Precursor Level: Wisconsin students will identify positive and negative effects of human actions on our natural resources and physical environment.

Initial Level: Wisconsin students will explore positive or negative effects of human actions on our natural resources and physical environment.



Content Area: History (Hist)

Wisconsin Standards for Social Studies:

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

Essential Element:

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

Target Level: Wisconsin students will use historical evidence for determining cause and effect.

Precursor Level: Wisconsin students will explain a cause and effect for a given event.

Initial Level: Wisconsin students will identify a cause and effect for a given event.

Content Area: History (Hist)

Wisconsin Standards for Social Studies:

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

Essential Element:

SS.EE.Hist2: Wisconsin students will recognize patterns of continuity and change over time, and contextualization of historical events.

Target Level: Wisconsin students will recognize patterns of continuity and change over time and contextualization of historical events.

Precursor Level: Wisconsin students will identify patterns of continuity and change over time and identify the context of a given historical event.

Initial Level: Wisconsin students will explore patterns of continuity and change over time and explore the context of a given historical event.

Content Area: History (Hist)

Wisconsin Standards for Social Studies:

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

Essential Element:

SS.EE.Hist3: Wisconsin students will connect historical events, people, and ideas to the present, identify different perspectives, and identify current implications.

Target Level: Wisconsin students will connect historical events, people, and ideas to the present, identify different perspectives, and identify current implications.

Precursor Level: Wisconsin students will identify different historical perspectives of a given event and identify an effect of a given historical event on the lives of other people living in the present.

Initial Level: Wisconsin students will explore historical people or events and identify how the person or event had an impact on their own life.

Content Area: History (Hist)

Wisconsin Standards for Social Studies:

SS.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).

Essential Element:

SS.EE.Hist4: Wisconsin students will examine a variety of primary and secondary sources to identify the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Target Level: Wisconsin students will examine a variety of primary and secondary sources to identify the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Precursor Level: Wisconsin students will differentiate between primary and secondary sources and identify the intended audience, purpose, and point of view (POV) of a given primary or secondary source.

Initial Level: Wisconsin students will identify the intended audience and author's point of view of a given primary source.



Content Area: Political Science (PS)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.PS1: Wisconsin students will identify democratic principles and ideals.

Target Level: Wisconsin students will identify democratic principles and ideals.

Precursor Level: Wisconsin students will explain the importance of a rule or law.

Initial Level: Wisconsin students will identify rules or laws.

Content Area: Political Science (PS)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.PS2: Wisconsin students will identify differences between a right, a responsibility, and a privilege.

Target Level: Wisconsin students will identify differences between a right, a responsibility, and a privilege.

Precursor Level: Wisconsin students will investigate the rights, privileges, and responsibilities in a society.

Initial Level: Wisconsin students will identify basic rights and responsibilities of being a good community member.

Content Area: Political Science (PS)

Wisconsin Standards for Social Studies

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

Essential Element:

SS.EE.PS3: Wisconsin students will identify the roles and processes of political and civic institutions.

Target Level: Wisconsin students will identify the roles and processes of political and civic institutions.

Precursor Level: Wisconsin students will explore federalism, political parties, and identify civic institutions.

Initial Level: Wisconsin students will explore the role people have in elections, the effect of media on elections, and the branches and powers of government.

Content Area: Political Science (PS)

Wisconsin Standards for Social Studies

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

Essential Element:

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

Target Level: Wisconsin students will develop and employ skills for civic literacy.

Precursor Level: Wisconsin students will identify a credible source and provide examples of diplomacy.

Initial Level: Wisconsin students will identify relevant information from provided credible sources to a topic and identify examples of a current or historic compromise.