Wisconsin Historical Society Education Standards Alignment

Wisconsin: Our State, Our Story Textbook

In-Person Programming

Virtual Programming



Wisconsin: Our State, Our Story Textbook Standards Alignment



Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

	Chapters													
Strand	1	2	3	4	5	6	7	8	9	10	11	12		
	SS.BH1:	Wisconsii	n students	will exam	ine individ	dual cogni	tion, perc	eption, be	havior, ar	nd identity	(Psycholo	ogy).		
	SS.BH1.a environm		be how a	person's ι	understan	ding, perc	eptions, a	ind behav	iors are al	ffected by	relationsh	nips and		
	•		•	•	•	•	•	•	•	•	•	•		
e	SS.BH1.t		be how cu	ilture, ethi	nicity, race	e, age, rel	igion, gen	der, and s	ocial clas	s can help	o form self	-image		
U				•		•	•		•	•	•	•		
cien						d interpret								
Sc			pare how interactior		om differe	ent cultures	s solve co	mmon pro	blems, su	uch as dis	tribution o	f food,		
ש			•	•	•	•	•	•	•	•				
iora	SS.BH2.t		xamples o	of how peo	oples from	n different	cultures c	levelop di	ferent val	ues and v	vays of int	erpreting		
>	•		•	٠	٠	•	•					•		
Behavio	social en	deavors (/	Anthropolo	ogy).		e that hum								
ä			gate how misunders		tions of si	milarities	and differe	ences bet	ween and	among c	ultures ma	ly lead to		
			•	٠	٠	•			٠	•	•	•		
	SS.BH4: various s		n students	will exam	nine the pr	rogression	of specifi	ic forms o	f technolo	gy and th	eir influen	ce within		
			y technolo petter or w	-	d on inter	nded use,	access, a	nd desigr	, and how	v they mig	ht change	•		
				•	•			•	•	•	•			



Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

					С	hapte	rs					
Strand	1	2	3	4	5	6	7	8	9	10	11	12
	SS.Econ1:	Wisconsin	students use	economic	reasoning to	o understan	d issues.		-	-	- -	
	SS.Econ1.a	a.3 Use eco	nomic reaso	oning to con	npare and c	ontrast the o	costs and be	enefits of a c	lecision. Ca	tegorize diff	erent limited	d resources
	(e.g., mone	ey, materials	<u>s, time, labor</u>	/workers, la	and, natural	resources, r	enewable o	r non-renew	/able).	-		
				•	•	•	•	•	•	•		•
	SS.Econ1.	b.4 Infer pot	ential incent	ives in a rea	al-world situ	ation.	1	•	1	T	T	T
			atudanta will				•	•			holdo ond	•
			students will oeconomics	-	w decisions	are made a	ind interaction	ons occur a	mong individ	Juais, nouse	enolus, and	
			are two proc		s found in th	e local com	munity Diff	arantiata ha	tween good	s and servic	205	
	00.20012.0		are two proc									1
	SS.Econ2.	0.4-5 Asses	s the roles o	of consumer	s (demand)	, producers	(supply), pr	ices, non-pr	ice factors (e.a drouah	t or a fad ite	em), and
			luct market.		- (,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		, F		3, 4, 4, 5		,,
				•	•		•	•	•	•		
S			e the skills a		• •		•	ds and servi	ces. Provide	e an examp	le of the fac	tors of
U U	production	(i.e., land, la	abor, capital	, entreprene	eurship) for	a given proc	luct.	•		•	•	1
5				•	•		•	•	•			
			students will				s as a whole	e (Macroeco	nomics).			
0	SS.Econ3.a	a.4 Investiga	ate how the	cost of thing		over time.	1	1	T	1		1
	SS Econ2	5 Deceriby	e the role of	• monov bor			anudov lifo i	noluding wh			and the rel	a of
conom	interest.			money, bar	iking, and s	avings in ev	eryuay me, i	ncluaing wi	ly people bo	now money	and the for	e oi
										•		
ш	SS.Econ4: (Role of Go		students will	evaluate ge	overnment o	decisions an	d their impa	ct on individ	luals, busine	esses, mark	ets, and res	ources
			e chain of s	upply for a r	needed proc	luct (e.g., fo	od, shelter).					
				•	•		. ,	•	•			
			s the role of									te between
	private prop	perty (e.g., f	actories and	<u>l homes) ar</u>	nd public pro	perty (e.g.,	parks, publi	<u>c schools, a</u>	nd governm	ent building	s).	•
					•			•	•	•		
	SS.Econ4.0	c.5 Discuss	reasons a g	overnment	taxes peopl	e.	T	T	•	T	T	1
					•				•	•		
	SS.Econ4.	a.5 Predict i	unintended o	costs and be	enefits (i.e.,	externalities	b) for a giver	n current situ	lation or eve	ent.	T	1
	SS Econd		re and contra		•			• Midwoot.cov			totool Inito	States
		•	d South Ame	•	zauon in two		gioris (e.g.,	muwest and	Inormeaste	en United S	nales, United	Jolales
	anu Japan,	Europe and			•	•	•	•	•			
		1	L		L •	L -	· •	· •	L -	L	L	1



Wisconsin: Our State, Our Story Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

						hapte	rs					
Ind	1	2	3	4	5	6	7	8	9	10	11	12
			students wil									
			narize how lo									r or
	digital), cha	arts, and gra	aphs using a	ppropriate e	lements (i.e	e., date, orie	ntation, grid	, scale, title,	author, inde	ex, legend, s	situation).	-
		•	•	•	•	•	•	•	•	•	•	•
	SS.Geog1.	b.i Identify p	ourposes of a	and differen	ces among	maps, globe	es, aerial ph	otographs, o	charts, and s	satellite ima	ges.	-
		•			•							
			label a map (p							nysical (e.g., od	ceans and cont	inents) a
	human (e.g., i	oads, building	s) characteristi	cs. Identify and	d construct reg	ions (digital or	paper) in Wisc	onsin and the	United States.	-		1
		•										•
	SS.Geog2:	Wisconsin	students wil	l analyze hu	man moven	nent and po	pulation pat	terns.			<u>.,.</u>	<i>(</i> ;
		•	rize the popu	•						••	ommunities	(I.e.,ru
	suburban, u	urban, or tri	bal), and diff	erent types	of places or	h Earth (e.g.	,community	, state, regio	on, country/r	nation).		
	00.0	•			•	•	•	•	•	•		
	SS.Geog2.	b.5 Investig	ate push and		1	ent in their c	community, s	state, count	ry, and work			1
				•				•	•	•		
	SS.Geogz.	C.5 Describ	e population	changes in	their state,	and country	over time.	•				
0			•	•		•		•	•	•	•	
raphy	SS.Geog2.	d.4-5 Sumn	narize positiv	ve and nega	tive factors	of cities. Ide	entify the loc	ation and pa	atterns of cit	ies within o	ur state and	count
5		•							•	•	•	
			students wil									
60	SS.Geog3. national, ar	•	a provided :	set of resou	rces as rene	ewable or no	onrenewable	e, and analy	ze the implic	cations of bo	oth at the loc	al,
Ŭ	national, ai			•	•		[•	•	[[[
	SS.Geog3.	b.4 Classify	various way	s that peop	le and coun	tries depend	d on one and	other, Sumn	narize how t	ransportatio	n and comn	nunica
			nic activities									
				•	•	•	•	•	•	•	•	
	SS.Geoq4:	Wisconsin	students wil	l evaluate th	e relationsh	nip between	identity and	place.	-	-	-	
			v certain places						tery, places of	worship, state	/national parks	, historio
	park/battlefield	d). Compare a	nd contrast the	human charac	cteristics of rura	al, suburban, u	rban, and triba	I locations in W	isconsin and t			
	how people m	ay view places	s in the commu	nity differently	(e.g., students	and senior citi	zens respondii	ng to a new pla	ayground).			
			•		•							•
			students wil									
			pare the posi	tive and neg	gative effect	s of human	actions on c	our physical	environmen	it (e.g., avai	ability of wa	ter, fei
	of soils) ov	er time.										
				•	•			•			•	
	SS Geod5	h 5 Examin	e how huma	n actions m	odify the ph	vsical enviro	nment whe	n usina natu	iral resource	es (renewah	le and nonre	enewa
	00.000g0.		c now numa	in actions in	ouny the ph	yoldar crivite		in using natu				siicwa



Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards in Grade Bands 3–5

	Chapters													
Strand	1	2	3	4	5	6	7	8	9	10	11	12		
	SS.Hist1: Us	se historical e	vidence for c	letermining c	ause and effe	ect.								
	SS. Hist1.a.i	Use evidend	ce to draw co	nclusions abo	out probable of	causes of his	storical events	s, issues, and	l problems.					
	•	•	•	•	•	•	•	•	•	•	•			
	SS. Hist1.b.i	Use evidend	e to draw co	nclusions abo	out probable e	effects of hist	torical events	, issues, and	r		-			
	•	•	•	•	•	•	•	•	•	•	•			
	SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. SS.Hist2.a.i: Describe patterns of continuity over time in the community, state, and the United States.													
		Describe pa	tterns of cont	inuity over tir	ne in the com	nmunity, state	e, and the Un	ited States.						
	•	•	•	•	•	•	•	•	•	•	•	•		
	SS.Hist2.b.i:		tterns of char	, Č	in the comm	unity, state,	and the Unite	ed States.	•		-			
	•	•	•	•	•	•	•	•	•	•	•	•		
	SS.Hist2.c.i	Analyze indiv	/iduals, group	os, and event	s to understa	nd why their	contributions	are importar	nt to historica	I change and	/or continuity			
	•	•	•	•	•	•	•	•	•	•	•			
0	current impli		ients will coni	nect past eve	nts, people, a	and ideas to	the present;	use different	perspectives	to draw conc	iusions; and	suggest		
isto	-		ents in Wisco	onsin history	to a current is	ssue or even	t.							
	•	•	•	•	٠	٠	•	•	•	•	•			
T.		Identify diffe	r	l perspective	s regarding p	-	ents in the p	ast.	-	T	1			
	•	L	•		•	•				•	•			
	SS.Hist3.c.i:	Explain how	historical eve	ents have pos	ssible implica	tions on the	present	•						
		isconsin stud	ents will eval	uate a variet	y of primary a	nd secondar	ry sources to	-	historical con	text, intende	d audience, p	ourpose,		
			iew (Historica									•		
		r	r		on) of a prima	ary or second	lary source.	T	-	T				
	•	•	•	•	•	•	•	•	•	•	•	•		
	SS.Hist4.b.i:	Describe the	e significance	of the intend	led audience	of a primary	or secondary	/ source.	•	•		•		
		•			ecific primary	•		•	•	•	•	•		
	• ●						•	•	•	•	•	•		
	SS.Hist4.d.i:	Describe the	e impact that	the POV of th	ne author has	on a primar	y or seconda	ry source.						
	•	•	•	٠	•	•	•	•	٠	•	•	•		



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					С	hapte	rs					
Strand	1	2	3	4	5	6	7	8	9	10	11	12
	SS.Inq1: Wi	sconsin stude	ents will cons	truct meaning	gful questions	s that initiate	an inquiry.					
	SS.Inq1.a.i:	Develop list o	of open-and c	losed ended	questions or	a topic or is	sue.					
	•	٠	•	•	•	٠	•	٠	•	٠	•	•
	SS.Inq1.b.i	Develop list o	f questions th	at support th	e research th	nrough discus	ssion and inv	estigation to	guide inquiry.			
	•	•	•	٠	•	•	•	•	•	•	•	•
	SS.Inq2: Wi	sconsin stude	ents will gathe	er and evalua	te sources.							
	SS.Inq2.a.i:		ety of resour			le the inquiry						
	•	•	•	•	•	•	•	•	•	•	•	•
			ources to dete				nd supporting					
	•	•	•	•	•	•	•	•	•	•	•	•
			ents will deve	-								
<u> </u>	SS.Inq3.a.i	Create a thes	is statement	based on evi	dence found	in sources to	make a clair	n. •	•	•	•	
qui			e viete eviden			-	•	•	•	•	•	• •
DC	55.inq3.b.i:	Select appro	priate eviden	e from sourc	es to suppor	t a claim.	•	•	•	•	•	•
			evidence sup		-							
	•	A33C33 110₩ 0	•		•	•	•	•	•	•	•	•
	SS Ing4: Wi	sconsin stude	ents will comr	nunicate and	critique con	clusions						
			e conclusions		· · · · · · · · · · · · · · · · · · ·		sentation opt	ions.				
	•	•	•	•	•	•	•	•	•	•	•	•
	SS.Ing4.b.i	Evaluate the	strength of cla	aim, evidence	e, and comm	unication usir	ng criteria est	ablished by I	ooth teacher	and student.		
	•	٠	•	•	•	٠	•	•	•	٠	٠	•
	SS.Inq.5: W	isconsin stud	ents will be c	ivically engage	ged.							
			rtunities for p			vic engagem	ent with com	munity, schoo	ol, state, triba	l, national, ar	nd/or global ir	nplications.
						0.01				, , , ,	0	
					•	•				•	•	•



Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

					C	hapte	rs					
	1	2	3	4	5	6	7	8	9	10	11	12
			ents will ident									
SS	S.PS1.a.i D	Differentiate b	between majo	prity rule and	minority righ	ts (as a funct	ion of a demo	ocratic republ	ic). Hypothes	size why laws	and constitut	tions exist.
					•				•	1	•	
SS	.PS1.b.4-5	Summarize th	ne contributions	of historically	-	pple during the	period of early	United States	history to the c	development of	-	ulture.
			om, justice, equ									
			-		-	-		-	-	-		
						L	•		•	•	•	
			ents will exan								4 11 1	
			mples of right dividuals poss									
			escribe basic h					e actions of pe	sople and grou	ips that have a		rights for
ind		ichting and de				, expression,	•	T	•	•	•	
SS	S.PS2.b.5	Compare an	d contrast be	ing a citizen o	of a countrv t	o the principl	es of good ci	tizenship. De	scribe the pro	ocess by which	ch people in t	he United
			ens (i.e., nat				J			· · · · · ,		
						•						•
	mmunities.	ow people (e.	.g., religious g	•	nns groups, w	•		enis) organize				
SS	SPS3 Wis	sconsin stude	ents will analy	/ze and evalu	late the now	ers and proce			inatitutiona		-	
							esses of Dollt	ical and civic	Institutions .			
		5 investigate	e reasons why	/ citizens par						state, tribal,	and federal le	evels.
					ticipate in ele	ections. Identi	ify their role i	n governmen	t at the local,			
		Provide exam	ples of how va	rious types of r	ticipate in ele	ections. Identi	ify their role i	n governmen	t at the local,	multiple roles p		
		Provide exam		rious types of r	ticipate in ele	ections. Identi	ify their role i	n governmen	t at the local,	multiple roles p		
An	alyze the ro	Provide exam les civic institu	ples of how va utions play in th	rious types of r neir lives, their	ticipate in ele media are used community an	ections. Identi d in elections a d beyond (e.g.	ify their role i nd governmer , schools, com	n governmen t. Compare an munity groups	t at the local, d contrast the religious instit	multiple roles p utions).	eople play in e	lections.
An: SS	alyze the ro S.PS3.c.4-	Provide exam les civic institu 5 Classify the	ples of how va	rious types of r neir lives, their	ticipate in ele media are used community an	ections. Identi d in elections a d beyond (e.g.	ify their role i nd governmer , schools, com	n governmen t. Compare an munity groups	t at the local, d contrast the religious instit	multiple roles p utions).	eople play in e	lections.
An: SS	alyze the ro	Provide exam les civic institu 5 Classify the	ples of how va utions play in th	rious types of r neir lives, their	ticipate in ele media are used community an	ections. Identi d in elections a d beyond (e.g.	ify their role i nd governmer , schools, com	n governmen t. Compare an munity groups	t at the local, d contrast the religious instit	multiple roles p utions).	eople play in e	lections.
An: SS fec	alyze the ro 3.PS3.c.4- deral levels	Provide exam les civic institu 5 Classify the s.	ples of how va utions play in th e basic struct	rious types of r neir lives, their ures and fun	ticipate in ele media are used community an e ctions of gov	ections. Identi d in elections a d beyond (e.g. ernments, an	ify their role i nd governmen , schools, com d summarize	n governmen t. Compare an munity groups	t at the local, d contrast the religious instit	multiple roles p utions).	eople play in e	lections.
An: SS fec	alyze the ro 3.PS3.c.4- deral levels	Provide exam les civic institu 5 Classify the s.	ples of how va utions play in th	rious types of r neir lives, their ures and fun	ticipate in ele media are used community an e ctions of gov	ections. Identi d in elections a d beyond (e.g. ernments, an	ify their role i nd governmen , schools, com d summarize	n governmen L. Compare an munity groups basic power	t at the local, d contrast the r religious instit s of the gove	ultiple roles p utions). I rnment at the	eople play in e	lections.
An: SS fec	alyze the ro S.PS3.c.4- deral levels S.PS3.d.5	Provide exam oles civic institu 5 Classify the s. Provide exar	ples of how va utions play in th basic struct pples of how	rious types of r neir lives, their ures and fun different gov	ticipate in ele media are user community an ctions of gov ernments sol	ections. Identi d in elections a d beyond (e.g. ernments, an ve problems.	ify their role i nd governmen , schools, com d summarize	n governmen t. Compare an munity groups	t at the local, d contrast the religious instit	multiple roles p utions).	eople play in e	lections.
Ana SS fec SS	S.PS3.c.4- deral levels S.PS3.d.5 S.PS4: Wis	Provide exam oles civic institu 5 Classify the s. Provide exar	ples of how va utions play in th e basic struct pples of how ents will deve	rious types of r neir lives, their ures and fun different gov lop and emp	ticipate in ele media are user community an ctions of gov ernments sol o loy skills for o	ections. Identi d in elections a d beyond (e.g. ernments, an ve problems.	ify their role i nd governmer , schools, com d summarize	n governmen L. Compare an munity groups basic power	t at the local, d contrast the i religious instit s of the gove	ultiple roles p utions). I rnment at the	eople play in e	lections.
Ana SS fec SS	S.PS3.c.4- deral levels S.PS3.d.5 S.PS4: Wis	Provide exam oles civic institu 5 Classify the s. Provide exar	ples of how va utions play in th basic struct pples of how	rious types of r neir lives, their ures and fun different gov lop and emp	ticipate in ele media are user community an ctions of gov ernments sol o loy skills for o	ections. Identi d in elections a d beyond (e.g. ernments, an ve problems.	ify their role i nd governmer , schools, com d summarize	n governmen L. Compare an munity groups basic power	t at the local, d contrast the i religious instit s of the gove	ultiple roles p utions). I rnment at the	eople play in e	lections.
Ana SS fect SS SS SS	Alyze the ro S.PS3.c.4 deral levels S.PS3.d.5 S.PS4: Wis S.PS4.a.i C	Provide exam oles civic institu 5 Classify the s. Provide exar sconsin stude Compile relev	ples of how va utions play in the e basic struct poles of how ents will deve vant informati	rious types of r neir lives, their ures and fun different gove lop and emp on to form a	ticipate in ele media are use community an etions of gov ernments sol oy skills for o political argu	ections. Identi d in elections a d beyond (e.g. ernments, an ve problems. civic literacy. ment and tak	ify their role i nd governmer , schools, com d summarize ing other poi	n governmen L. Compare an munity groups basic power basic power	t at the local, d contrast the i religious instit s of the gove	multiple roles p utions). rnment at the	eople play in e local, state,	lections.
Ana SS fec SS SS	Alyze the ro S.PS3.c.4 deral levels S.PS3.d.5 S.PS4: Wis S.PS4.a.i C	Provide exam oles civic institu 5 Classify the s. Provide exar sconsin stude Compile relev	ples of how va utions play in th e basic struct pples of how ents will deve	rious types of r neir lives, their ures and fun different gove lop and emp on to form a	ticipate in ele media are use community an etions of gov ernments sol oy skills for o political argu	ections. Identi d in elections a d beyond (e.g. ernments, an ve problems. civic literacy. ment and tak	ify their role i nd governmer , schools, com d summarize ing other poi	n governmen L. Compare an munity groups basic power basic power	t at the local, d contrast the i religious instit s of the gove	multiple roles p utions). rnment at the	eople play in e local, state,	lections.



On-Site Programming Field Trip Standards Alignment



Relevant Behavioral Science Standards for Grade K-2

	Why History Matters (WHM)							
	. ,							
			its will examin	e individual co	ognition, perce	eption, behavi	or, and identif	У
	(Psychology)							
	SS BH1 a 2	Inderstand w	a are individu	als influences	by our relation	nshins and e	wironments	
	00.DITI.a.2.				i by our relatio		Wildrine no.	
	•							
	SS.BH1.b.2:	Identify situati	ons and place	es that impact	a person's er	notions.		
(D)								
Ce	•							
Ĕ	SS BH2 [·] Wis	consin studen	ts will investio	nate and interr	oret interaction	ns between in	dividuals and	aroups
ā				gate and interp		10 between in		groups
ie	(Sociology).							
C	SS.BH2.a.K-	1: Describe ho	ow groups of p	people are alik	ke and differer	nt.		
S								
	•							
a a	SS BH2 h 1	Inderstand w	avs neonle ch	ande and ad	apt to new situ	ations in plac	es and within	a family
	00.0112.0.11			lange and ad				a ranny.
avioral								
>	•							
a				the role that I	numan behavi	or and culture	es play in the o	development
P	of social ende	eavors (Anthro	opology).					
Ð	SS BH3 a 2	Compare a be	elief in one cu	lture to one in	a different cu	lture (e.a. Ho	w do neople i	n a different
Ω		rate their birth			a amorone ou	ituro (ö.g., 110		
	country celeb		luays?).					
	•							
				e the progres	sion of specifi	c forms of tec	hnology and t	heir
	influence with	nin various soo	cieties.					
	SS BH4 a.e.	Describe spec	cific types of te	echnology and	d demonstrate	how they are	used on a da	ily basis for
		aral purposes.				and and		



Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

Relevant Economic Standards for Grade K-2

	Why History Matters (WHM)							
		onsin students u		v				
	SS.Econ1.a.1: Diffe	rentiate between a "v	vant" and a "need".	Describe resources t	hat are important or	useful to you, your fa	mily, community, and	d country.
	SS Econ1 h 2. E	Prodict a porcon's	chango in boba	viar in response	to different poter	atial rowards		
	•	redict a person s	s change in bena			illai rewarus.		
	SS.Econ2: Wisc	onsin students w	/ill analyze how o	decisions are ma	de and interactio	ns occur among	individuals, hous	seholds, and
		s (Microeconomi						
		Differentiate betw	een buyers (con	sumers) and sell	ers (producers).			
	•							
	SS.Econ2.b.2: D	Define product ma	arket and catego	rize prices of pro	oducts in a local i	market.		
S	00 5	has Part has a second						
Ü		p) to make goods			n (i.e., land, labo	r, numan and pn	iysical capital, an	a
J	entrepreneursm	b) to make good	s, deliver service	s, and earn pron	15.			
om	SS.Econ3: Wisc	onsin students w	/ill analyze how a	an economy fund	tions as a whole	(Macroeconomic	cs).	
0	SS.Econ3.a.1: Ic	dentify the cost o	f everyday good	s (e.g., milk, brea	ad, fruit, vegetab	les, cheese).		
L L			· · · ·		L			
00	SS.Econ3.b.1: Ca	tegorize types of r	noney (e.g., coins	, bills) and explain	why money is use	d. Formulate reas	ons why people sa	ive.
	SS Econ4: Wiscons	in students will evalu	ate government dec	isions and their impa	act on individuals, bu	sinesses markets a	and resources	
		lypothesize how		•				
				how these jobs he	elp others. Explain	what major public	, private, and triba	l institutions
	(e.g., schools, pol	ice, fire station) do	for people.					
	SS Econd o 2: Su	mmariza goode an	d convisos that the	a government prov	/ides (e.g., roads, s	schools polico) o	nd how thoy halp r	
	55.E00114.0.2. Su	mmanze goous ar		e government prov	nues (e.g., roaus, s	schools, police), a	na now they help p	leopie.
	SS.Econ4.d.1: Give	an example of an ur	intended cost or bei	nefit to an event (e.g	., getting new playgro	ound equipment, rec	eiving a present).	
	•							
		• • •	an benefit themselve	s and others by dev	eloping special skills	and strengths.Hypot	hesize why people ir	one country trade
	goods with people in	another country.						



Wisconsin Academic Standards Correlation - Social Studies - Economics Strand

Relevant Geography Standards for Grade K-2

	Why History Matters (WHM)							
					s of thinking to a			
	SS.Geog1.a.1: Re given task.	ecognize the differ	ence between ma	ps (paper or digita	l) and globes, and	why someone mig	ht choose one ove	er the other for a
					<u> </u>			c.
	SS.Geog1.b.1-2:10	dentify physical an	id human characte	eristics of a place u	using maps, graph	s, photographs, an	d other representa	ations.
	SS.Geog1.c.1: Co symbols.	onstruct a map (pa	per or digital) of a	familiar place (i.e.	, bedroom, classro	oom, playground) ι	ising title, compas	s rose, and
	SS.Geog2: Wise	consin students v	will analyze huma	an movement an	d population patt	erns.		
	SS.Geog2.a.K-1:/	Analyze where and	I why people live i	n certain places. C	classify the local co	ommunity as rural,	suburban, urban,	or tribal.
	• •		la hava mayad t	a and away from	thair agmmunit			
	33.Geogz.b.z. E	zxpiain why peop	nave moveu i	o and away non	their community	· .		
\sim	SS.Geog2.c.2:	Describe populat	ion changes in th	neir community o	ver time.			
graphy	SS.Geog2.d.1: I	dentify and expla	ain differences be	etween rural and	urban areas.			
				imposto of alaba	Linterescencestion			
õ	SS Geog3 a 1: 4	Consin students v	vill examine the	impacts of globa	l interconnections eate stress in a s	s and relationship	usits closer to the	a bathroom?
6 6		lunchroom first?						bathoom
	•		(
U	SS.Geog3.b.2: 0	Compare and co	ntrast the differe	nt modes of trans	sportation and co	mmunication us	ed by families in	work and daily
	lives.							
	SS Geord: Wisc	consin students v	will evaluate the	relationshin hetw	een identity and	nlace		
					nd climate, population poing mall, park, place		ition, culture, industr	y). Describe how
	•							
	SS.Geog5: Wise	consin students v	will evaluate the	relationship betw	een humans and	I the environmen	t.	
	SS.Geog5.a.1: F	Provide example	s of human chan	iges to the enviro	onment surround	ing the school or	neighborhood.	
	SS.Geog5.b.2 lo are used.	dentify natural re	sources (e.g., fe	rtile soil, forests,	mining) of a plac	e and provide ex	amples of how t	nose resources
-								

Wisconsin Academic Standards Correlation - Social Studies - Geography Strand

Relev	ant History	Standards :	for Grade K	L-2				
	Why History Matters (WHM)							
	SS.Hist1: Use his	torical evidence fo	r determining caus	se and effect.				
		ntify one or more o	causes of an event	t, issue, or problen	n.			
	•							
	SS. Hist1.b.e: Ide	ntify one or more e	effects of an event	, issue, or problem	ו. 			
	SS.Hist2: Wiscon historical events.	sin students will a	nalyze, recognize,	and evaluate patte	erns of continuity a	and change over ti	me and contextual	ization of
	SS.Hist2.a.e: Ider	ntify patterns of wh	at stayed the sam	e to self, family, a	nd community ove	r time.		
	SS.Hist2.b.e: Ider	ntify patterns of cha	ange to self, family	, and community	over time.	1		
_	SS.Hist2.c.e: Exp	lain how somethin	g happening outsid	de of your home c	an affect your fam	ily.		
ory	SS.Hist3: Wiscon suggest current in		onnect past events	, people, and idea	as to the present; u	use different persp	ectives to draw co	nclusions; and
listo	SS.Hist3.a.e: Des	cribe a person or	event from the pas	t that reflects your	r own life in some	way.		
Ï	-	lain why two peop	e can talk about a	n event from diffe	rent viewpoints.			
	•							
	SS.Hist3.c.e: Exp	lain how somethin	g from the past ca	n affect your life n	ow.			
	• SS Hist4: Wisson	oin atudanta will a	volueto o veriety e	f primory and ago	ndoru oguroog to i	interpret the histor	and contaxt intend	ad audianaa
			w (Historical Meth		muary sources to			leu auulence,
	SS.Hist4.a.e: Des	cribe the events the	nat led to the creat	ion of a primary so	ource.	1		
	SS.Hist4.b.e: Ider	ntify the intended a	udience for whom	the primary or see	condary source wa	as created.		
	SS Hist4 c.e. Cre	ate one primary so	urce about your lif	e	<u> </u>			
				<u>.</u>				
	SS.Hist4.d.e: Ider	ntify the POV of yo	ur own primary or	secondary source				



Relevant Inquiry Standards for Grade 3-5

	Why History Matters (WHM)							
	SS.Inq1: Wiscons	in students will co	nstruct meaningfu	l questions that ini	tiate an inquiry.			
	SS.Inq1.a.e: Expl	ain why or how a t	eacher- or text-pro	vided question is i	mportant to a topic	c or issue.		
	SS.Inq1.b.e: When	provided with a ques	tion, determine what	other questions are	needed to support th	ne research (i.e., "Wi	hat more do we need	l to know?").
	-	in students will ga						
	SS.Inq2.a.e: Brair	nstorm what resou	rces would be valu	able to guide the	inquiry.			
	SS.Inq2.b.e: Revi	ew and ask questi	ons about books,	photos, artifacts, w	ebsites, and other	sources that will	give insight into the	e inquiry.
	SS Ing 2: Wisson	sin students will de		a ovidonos to sup	ort recepting			
N		prompting and su				is considering		
lir	•	prompting and su	pport, state a clair			is considening.		
quii	SS.Ing3.b.e: Dete	rmine which evide	nce in teacher-pro	vided sources sur	poort a claim that a	nswers a compell	ina auestion.	
ŭ	•						5 1 2 2 2	
	SS.Inq3.c.e: Expla	ain how evidence s	supports a claim fo	or a class inquiry.				
	•							
	SS.Inq4: Wiscons	in students will co	mmunicate and cr	itique conclusions				
	SS.Inq4.a.e: Com	municate conclusi	ons					
	•							
	SS.Inq4.b.e: Resp	oond effectively to	questions about th	neir inquiry.				
	•							
		sin students will be						
	SS.Inq5.a.e Explo implications.	ore opportunities fo	r personal or colla	aborative civic eng	agement with com	munity, school, sta	ate, tribal, national	, and/or global



Relevant Political Science Standards for Grade K-2

	Why History Matters (WHM)							
	SS.PS1: Wisconsir	n students will ident	ifv and analvze den	nocratic principles a	and ideals.			
		escribe symbols, so				Assess the import	tance of rules and	laws at home, in
	•							
		pare contributions of ey elements of the W				Inited States. equalit	y, rights, responsibil	ities, and
					, and responsibiliti			
						sify basic rights that dvanced civil rights fo		e., life, liberty,
	community.	marize situations v	where individuals f	nave rights, freedo	ms, and equality. I	Develop an opinior	n about an issue ir	your school or
S	which people and gr	oups can influence o	decision makers in s	chool, their commun	ities, states, or count	onsibilities (e.g., stud ry (i.e., voting, runnir ns that have altered t	ng for office, participa	ating in meetings).
							-	
						al and civic institu		
olitica	SS.PS3.a.1: Desc	ribe and explain th	ne effect an action	has on members	of a group. Expres	s an opinion and v	ote on a topic in t	neir lives.
Po	school, home, fan	• • • •	of media and sour	ces. Explain why v	ve have elections.	Summarize basic	roles of civic instit	utions (e.g.,
				-				
					nt is and how it diff ke laws, create ord	ers at the city, stat ler).	e, tribal, country, a	and global level),
	SS.PS3.d.1: Pred	ict how people cor	ne up with differer	nt ideas to solve a	problem.			
	•							
	SS.PS4: Wiscons	in students will de	velop and employ	skills for civic liter	acy.			
		pare and contrast						
	•							
	SS.PS4.b.2: Give	an example of a c	ompromise.					
					1			



Relevant Behavioral Science Standards for Grade 3-5

	Why History Matters (WHM)	Time Travelers (OWW)								
	SS.BH1: Wis (Psychology)		nts will examin	e individual c	ognition, perc	eption, behavi	or, and identit	ty		
		Describe how and environm	•	derstanding, p	perceptions, a	nd behaviors	are affected b	У		
Ð	• SS.BH1.b.4 [image and ide		culture, ethnic	city, race, age	, religion, gene	der, and socia	l class can he	Ip form self-		
ienc	• SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).									
I Sc	SS.BH2.a.4-5 food, shelter,	· · · · · · · · · · · · · · · · · · ·		n different cult	tures solve co	mmon probler	ns, such as di	istribution of		
iora	SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.									
havio	• SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).									
Be			w interpretation		ies and differe	ences betweer	n and among	cultures may		
		consin studen nin various soo		e the progres	sion of specifi	c forms of tec	hnology and t	heir		
		lassify techno (for better or	•	on intended u	se, access, a	nd design, and	d how they mi	ght change		
		•								



Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

Relevant Economic Standards for Grade 3-5

	Why History Matters (WHM)	Time Travelers (OWW)							
				asoning to under					
					the costs and be			ifferent limited	
-	resources (e.g.,	money, material	s, time, labor/wo	rkers, land, natu	ral resources, re	newable or non-i	enewable).	[
ľ	SS.Econ1.b.4 In	fer potential ince	entives in a real-v	world situation					
	•								
	SS.Econ2: Wiscons (Microeconomics).	in students will analy	/ze how decisions ar	e made and interact	ions occur among ind	dividuals, household	s, and firms/business	Ses	
	SS.Econ2.a.3-4	Compare two pr	oduct markets fo	ound in the local	community. Diffe	rentiate betweer	n goods and serv	ices.	
	SS.Econ2.b.4-5 Ass product market.	• sess the roles of cons	sumers (demand), p	roducers (supply), pr	ices, non-price facto	rs (e.g., drought or a	fad item), and comp	petition in the	
conomics	SS.Econ2.c.3 Comp product.	pare the skills and kn	owledge required to	produce certain goo	ds and services. Pro	vide an example of t	he factors of product	ion for a given	
	SS Econ3: Wisc	onsin students w	vill analyze how :	an economy func	tions as a whole	(Macroeconomi	(e)		
2				changes over tim					
					l				
	SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.								
ו	00.5								
			-		act on individuals, bu	sinesses, markets, a	and resources.		
ŀ	55.E00114.a.5 11		Supply for a nee	eded product (e.g	., 1000, Sheller).	[[[
					i overnments in help irks, public schools			tiate between	
	SS.Econ4.c.5 Di	iscuss reasons a	a government tax	es people.					
	SS.Econ4.d.5 P	redict unintended	d costs and bene	efits (i.e., externa	lities) for a given	current situation	or event.	[
	SS.Econ4.e.3 C	ompare and con	trast specializati	on in two or more	e regions.	l	<u> </u>		



Wisconsin Academic Standards Correlation - Social Studies - Economics Strand

Relevant Geography Standards for Grade 3-5

	Why History Matters (WHM)	Time Travelers (OWW)								
		consin students v								
	•	Summarize how loo	•	,				per or digital),		
	charts, and graph	s using appropriate	e elements (i.e., d	ate, orientation, gr	id, scale, title, auth	nor, index, legend,	situation).			
	SS Geog1 b i Id	entify purposes o	f and difference	s among maps (plobes aerial pho	otographs charts	s and satellite im	ages		
	eereegnon id	onling purposed a		e among mape, s			, and catolito in			
		ate and label a map								
	continents) and hum	nan (e.g., roads, build	lings) characteristics	 Identify and constr 	uct regions (digital o	r paper) in Wisconsir	n and the United Stat	es.		
	SS Geog2: Wise	consin students v	vill analyze hum:	an movement an	d population patt	erns				
		tegorize the popula					vpes of communitie	es (i.e.,rural,		
		or tribal), and diffe						so (noi,ruiui,		
	•	•	••		•		•			
_	SS.Geog2.b.5 Ir	nvestigate push a	and pull factors o	of movement in th	eir community, s	state, country, an	d world.			
	• SS Good2 o 5 D	escribe population	n changes in th	oir state, and sou	untry over time					
	55.Ge0y2.c.5 D	escribe population	on changes in th	en state, and cot	unity over time.					
	SS.Geog2.d.4-5	Summarize pos	itive and negativ	e factors of cities	s. Identify the loc	ation and pattern	s of cities within	our state and		
σ	country.									
9	SS Coord: Micr	annoin atudanta y	vill avaming the	magazia of global	Lintereennection	a and relationship				
ŏ	SS.Geog3: Wisc	consin students v	d set of resource	impacts of global	or poprenewable	s and relationship	os. Eximplications of	both at the		
ĕ	-	SS.Geog3.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.								
Ö										
U		lassify various w			pend on one and	other. Summarize	e how transportat	ion and		
	communication	have changed ec	conomic activities	s over time.		r				
	• SS Good4: Wise	• consin students v	vill ovaluato thou	rolationship botw	oon identity and	nlaco				
		ribe how certain plac					laces of worship sta	te/national parks		
		efield). Compare and								
	Identify and describe	e how people may vie	ew places in the con	nmunity differently (e	.g., students and ser	nior citizens respond	ing to a new playgrou	und).		
	00.0	•	10							
		Consin students w Compare the po						ailability of		
	water, fertility of	• •	Silive and negat				onneni (e.g., ava			
	water, rerunty of									
	SS.Geog5.b.5 E	xamine how hun	nan actions mod	ify the physical e	nvironment wher	n using natural re	esources (renewa	able and		
	nonrenewable).									
	•	•								

Wisconsin Academic Standards Correlation - Social Studies - Geography Strand

Relev	elevant History Standards for Grade 3-5									
	Why History Matters (WHM)	Time Travelers (OWW)								
	SS.Hist1: Use his	torical evidence fo	r determining cau	se and effect.						
	SS. Hist1.a.i Use	evidence to draw	conclusions about	probable causes	of historical events	, issues, and prob	lems.			
	٠	•								
		evidence to draw	conclusions about	probable effects of	of historical events	, issues, and probl	lems.			
	• CC Hist2: Wisson	• ain atudanta will a	oluzo rocomizo	and avaluate patt		and change over ti	me and contextual	lization of		
	historical events.	Sin students will al	naryze, recognize,	and evaluate patt		and change over ti				
	SS.Hist2.a.i: Desc	cribe patterns of co	ontinuity over time	in the community,	state, and the Un	ited States.				
	•	•	, ,	,						
	SS.Hist2.b.i: Desc	cribe patterns of ch	nange over time in	the community, s	tate, and the Unite	d States.				
	•	•								
	S.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.									
>		ze mulviduals, gro	oups, and events to				istorical change al	id/of continuity.		
			onnect past events	s, people, and idea	as to the present; u	use different persp	ectives to draw co	nclusions; and		
	suggest current implications. SS.Hist3.a.i: Compare events in Wisconsin history to a current issue or event.									
S		pare events in Wis	sconsin history to	a current issue or	event.					
		· ·					l	<u> </u>		
- - -	SS.Hist3.b.i: Iden		cal perspectives r	egarding people a	nd events in the pa	ast.				
	•		events have nossi	ble implications or	the present			<u> </u>		
	•									
					ondary sources to	interpret the histor	ical context, intend	led audience,		
		uthor's point of vie								
			context (situation)	of a primary or se	condary source.	1	1	I		
	•	•								
	SS.Hist4.b.i: Desc	cribe the significan	ce of the intended	l audience of a pri	nary or secondary	source.				
	SS Hist4 a it Daar	viba the intended		ifia primary or ago						
	•		purpose of a spec	ific primary or sec	Shuary Source.					
	SS.Hist4.d.i: Desc	cribe the impact th	at the POV of the	author has on a pr	imary or secondar	v source.				
	•	•								



Relevant Inquiry Standards for Grade 3-5

	Why History Matters (WHM)	Time Travelers (OWW)								
	SS.Inq1: Wiscons	in students will co	nstruct meaningfu	l questions that ini	tiate an inquiry.					
	SS.Inq1.a.i: Deve	lop list of open-and	d closed ended qu	estions on a topic	or issue.					
	•									
	SS.Inq1.b.i Devel	op list of questions	that support the r	esearch through c	liscussion and inve	estigation to guide	inquiry.			
		in students will ga								
	SS.Inq2.a.i: Gathe	er a variety of reso	urces into categor	ies to guide the ind	quiry.	-	-			
	SS.Inq2.b.i Evalua	ate resources to de	etermine which be	st support the inqu	airy and supporting	questions.				
,	SS.Inq.3: Wisconsin students will develop claims using evidence to support reasoning.									
	SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.									
lik	oo.inqo.a.i oroaa									
nquir	SS.Inq3.b.i: Select appropriate evidence from sources to support a claim.									
Ľ	•	•								
_	SS.Inq3.c.i: Assess how evidence supports a claim.									
		in students will co		• • • • • • • • • • • • • • • • • • •						
	SS.Inq4.a.i Comm	nunicate conclusio	ns from a variety o	of teacher-provided	d presentation opti	ons.				
	•	•								
	SS.Inq4.b.i Evalua	ate the strength of	claim, evidence, a	and communication	n using criteria est	ablished by both te	eacher and studen	t.		
	SS Ing Et Wisson	ain atudanta will ha								
		sin students will be			acmont with comp	nunity school sta	te, tribal, national,	and/or global		
	implications.		personal of colla	Solative civic eliga		numity, school, sta		and/or global		



Relevant Political Science Standards for Grade 3-5

	Why History Matters (WHM)	Time Travelers (OWW)						
	SS.PS1: Wisconsir	n students will ident	ify and analyze den	nocratic principles a	and ideals.			
		entiate between ma				cratic republic). Hy	pothesize why lav	vs and
		narize the contributio between freedom, j						
		in students will ex						
Ö	Declaration of Huma	ate examples of right an Rights, which indi luals. Identify and de	viduals possess with	in the state, country,	and world. Summar	ize the actions of pe		
ပ								
Scien		pare and contrast l come legal citizens				izenship. Describe	the process by wl	hich people in the
		que instances where eople (e.g., religious nunities.						
	•							
Political		in students will an estigate reasons w						l, and federal
		•						
0		de examples of how he roles civic instituti						
	SS.PS3.c.4-5 Cla tribal, and federal	ssify the basic stru levels.	ictures and functio	ons of government	s, and summarize	basic powers of th	e government at t	he local, state,
				L				
	55.253.0.5 Provi	de examples of ho	w different govern	ments solve proble	ems.			
		•	valor and amples	akilla far aivia litar				
		in students will de ile relevant informa				to of view into and	ount	
	55.P54.a.i Comp		alion to form a pol	lucar argument and	u taking other poin	is of view into acc	ount.	
	SS PS4 h 5 Doco	ribe what influence	s different politics	l attitudes and act	ions and how divo		rk towards concor	
	00.r 04.b.0 Desc					ise groups call wo		1303.



Relevant Behavioral Science Standards for Grades 6-8								
NHD Tour (WHM)	Changing History (WHM)							
SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).								
						ool, communi	ties, and	
•	•							
	•		• •	, religion, gen	der, and socia	al class affect	a person's	
•	•							
SS.BH2: Wis (Sociology).	consin studer	nts will investig	ate and inter	oret interaction	ns between in	dividuals and	groups	
					•		cooperation	
•	•							
						eractions with	others, and	
	•					•		
			the role that I	numan behavi	or and culture	es play in the c	levelopment	
		· · · ·			consequence	s and how glo	bal patterns	
•	•							
SS.BH4: Wis	consin studer	nts will examin	e the progres	sion of specifi	c forms of tec	hnology and t	heir	
nfluence with	nin various so	cieties.						
machiec with								
SS.BH4.a.m:	Differentiate	between inter ocieties and c		tended conse	quences of va	rious forms of	f technology	
	(WHM) SS.BH1: Wis Psychology). SS.BH1.a.m bersonal inter - SS.BH1.b.m: self-image an - SS.BH2: Wis Sociology). SS.BH2.a.m: Su and conflict amore SS.BH2.b.m: how individual SS.BH3: Wis of social ender SS.BH3.a.m: and processe - SS.BH4: Wis	(WHM)History (WHM)SS.BH1: Wisconsin studerPsychology).SS.BH1.a.m Identify patterbersonal interests that influ•••SS.BH1.b.m: Analyze howself-image and identity and•••<	(WHM) History (WHM) SS.BH1: Wisconsin students will examin Psychology). SS.BH1.a.m Identify patterns such as cur- bersonal interests that influence a person e • • • • SS.BH1.b.m: Analyze how culture, ethnic self-image and identity and interactions v • • SS.BH2: Wisconsin students will investig Sociology). SS.BH2.a.m: Summarize the role culture plays in and conflict among peoples of a country and/or the e • • SS.BH2.b.m: Model how individuals learn how individuals learn of other cultures the e • • SS.BH3: Wisconsin students will assess of social endeavors (Anthropology). SS.BH3.a.m: Analyze how a person's loc and processes can affect seemingly unre- e • • • • • • • • • • • • • • • • • • • • • • • • • • • • • •	(WHM) History (WHM) SS.BH1: Wisconsin students will examine individual corpsychology). SS.BH1.a.m Identify patterns such as culture, prior known interests that influence a person's cognition, SS.BH1.a.m Identify patterns such as culture, prior known interests that influence a person's cognition, SS.BH1.a.m Identify patterns such as culture, prior known interests that influence a person's cognition, SS.BH1.b.m: Analyze how culture, ethnicity, race, age self-image and identity and interactions with others. SS.BH2: Wisconsin students will investigate and interposed interposed in the second of the seco	(WHM) History (WHM) SS.BH1: Wisconsin students will examine individual cognition, percepsion Psychology). SS.BH1.a.m Identify patterns such as culture, prior knowledge, familie personal interests that influence a person's cognition, perception, and personal interests that influence a person's cognition, perception, and personal interests that influence a person's cognition, perception, and personal interests that influence a person's cognition, perception, and personal interests that influence a person's cognition, perception, and personal interests that influence a person's cognition, perception, and personal interests that influence a person's cognition, perception, and personal interests that influence a person's local actions can have global and processes can affect seemingly unrelated local actions.	(WHM) History (WHM) SS.BH1: Wisconsin students will examine individual cognition, perception, behavior Psychology). SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, sch bersonal interests that influence a person's cognition, perception, and behavior. • • SS.BH1.b.m: Analyze how culture, ethnicity, race, age, religion, gender, and social self-image and identity and interactions with others. • • SS.BH2: Wisconsin students will investigate and interpret interactions between in Sociology). SS.BH2.a.m: Summarize the role culture plays in personal and group behavior. Categorize factors ind conflict among peoples of a country and/or the world (i.e., culture, language, religion, political to the social among peoples of a country and/or the world (i.e., culture, language, religion, political to the world viduals learn the elements of their culture through into the windividuals learn of other cultures through communication, travel, and study. • • • • • • • • • • • • • • • • • • • • • • • • • •	(WHM) History (WHM) SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identit Psychology). SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communit bersonal interests that influence a person's cognition, perception, and behavior. S.BH1.b.m: Analyze how culture, ethnicity, race, age, religion, gender, and social class affect self-image and identity and interactions with others. S.BH2: Wisconsin students will investigate and interpret interactions between individuals and Sociology). SS.BH2: Misconsin students will investigate and interpret interactions between individuals and Sociology). SS.BH2.A.m: Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to ind conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.BH2.b.m: Model how individuals learn the elements of their culture through interactions with now individuals learn of other cultures through communication, travel, and study. SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the of social endeavors (Anthropology). SS.BH3.a.m: Analyze how a person's local actions can have global consequences and how glo and processes can affect seemingly unrelated local actions. S.BH4: Wisconsin students will examine the progression of specific forms of technology and t	

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Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

Relevant Economic Standards for Grades 6-8

	NHD Tour (WHM)	Changing History (WHM)								
	SS.Econ1: Wisc	onsin students u		-						
	SS.Econ1.a.m: Predict resources (money, land							ess how limited		
		•								
	SS.Econ1.b.m: E	Evaluate how inc	entives impact ir	ndividual and/or h	nousehold decisi	on making.				
	SS.Econ2: Wiscor firms/businesses (ions are made and	d interactions occu	r among individua	ls, households, an	d		
	SS.Econ2.a.m Analyz			product markets. Prov	ide examples of how i	ndividuals and housel	nolds are both consun	ners and producers.		
lics	SS.Econ2.b.m: I	nvestigate the re	elationship betwe	en supply and de	emand. Evaluate	the extent to wh	ich competition e	exists in product		
	markets, and its	-	•							
	• SS.Econ2.c.m: (Categorize factor	s of production a	and how they are	combined to ma	ke goods and de	eliver services.			
	Evaluate how pro									
Ξ	SS.Econ3: Wisc	• onsin students w	vill analyze how a	an economy func	tions as a whole	(Macroeconomic				
0	SS.Econ3.a.m: A									
			veen the function		man diversion of available					
CO	SS.Econ3.b.m: [is of money (i.e.,	medium of exch	lange, store or va	alue, unit of acco	unit).		
ш	SS.Econ3.c.m: Define Gross Domestic Product (GDP), and compare the GDP of different nations.									
					and the state of the state of the state					
	SS.Econ4: Wisconsi SS.Econ4.a.m Com							oduction,		
	distribution, and co	•		•		. ,	•			
	SS.Econ4.b.m: Compar	e and contrast the role	of different economic in	stitutions such as banks	s, labor unions, non-profi	its, and businesses in ar	n economy. Analyze rule	es and laws that protect		
	and support both consu	mers (e.g., private prop	erty, zoning, contracts,	agreements, and produc	ct safety) and workers (e	.g., labor unions, regula	tions, minimum wage).			
	SS.Econ4.c.m: An	● alvze the impact o	of different govern	ment policies (e.a.	. taxation and gove	ernment spending)	on the economy.			
							-			
	SS.Econ4.d.m: A	Analyze potential	unintended cost	ts and benefits (i	.e., externalities)	for a local or sta	te law or policy.			
	SS.Econ4.e.m: Sum	marize the role of sp	pecialization on trade	e and cost of goods/s	services. Identify exa	mples of U.S. export	s and imports.			

Wisconsin Academic Standards Correlation - Social Studies - Economics Strand

Relevant Geography Standards for Grades 6-8

	NHD Tour (WHM)	Changing History (WHM)								
						nalyze the world		distance and		
	direction				ions. Analyze now va	anous map projection	is distort shape, area	a, distance, and		
	SS.Geog1.b.m: Inte	rpret patterns in a va	ariety of maps, charts	s. and graphs to disp	lav geographic inforr	mation and explain re	lationships amongst	them.		
	-									
			of regions and locat ole, places, regions,		of the world and their	r physical and cultura	al features. Compare	mental maps		
					d population patt	erns. out the world. Anal	vzo the distribution	of population		
	patterns at various	• • • •	alions increase or o	decrease in valiou	s regions intought	out the world. Anal				
	SS.Geog2.b.m: Ana	lyze patterns of mig	ration of various type	s (e.g., age, sex, eth	nicity, race) in the co	ommunity, state, cou	ntry, and world.			
	• •									
	migration on the p	place of origin and	the place of settle	ment.						
graphy	SS.Geog2.d.m:	Investigate the in	mpact of rural de	cline and the arc	wth of cities on a	a place. Analyze	patterns of urbar	nization around		
L	the world.			g						
D		•		manager of slab s						
						s and relationship patterns of hum		thin states		
) e	-		rld now and in the					unin otateo,		
C	•	•								
	-				levelopment in a	variety of regions	s in the world. Ide	entify how		
	people, products		e between place	S.						
					een identity and					
	•	•		• •		ce-based identity res				
	and can sometimes direct sources.	result in stereotypes	s of people from a sp	ecific place. Describ	e students' perceptic	ons of a place that an	e based on indirect s	ources, versus on		
		•			1	1.0				
						the environmen hnology affects the b		tural resources		
	•					inclogy arects the b	and use of the	turai 163001063.		
						s systems of comm		ps. Analyze how		
			tes inequities betwe	en regions and can	lead to conflict bet	ween competing co	untries.			
	•	•								



Relevant History Standards for Grades 6-8

	NHD Tour	Changing							
	(WHM)	History (WHM)							
	SS.Hist1: Use his	torical evidence fo	r determining caus	se and effect.					
					ises of issues or ev	vents within and a	cross time periods	, events, or	
	cultures.			•					
	•	•							
	SS. Hist1.b.m: Us	e multiple perspec	ctives to analyze a	nd explain effects	of issues or events	s within and acros	s time periods, eve	ents, or cultures.	
	•	•							
	SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.								
	SS.Hist2.a.m: Exp	lain patterns of co	ontinuity over time	in the community,	the state, the Unit	ed States, and the	world.		
	•	•							
	SS.Hist2.b.m: Exp	plain patterns of ch	nange over time in	the community, th	e state, the United	States, and the w	vorld.		
	•	•							
ry	SS.Hist2.c.m: Ana	alyze how the histo	prical context influe	enced the process	or nature of the co	ontinuity or change	e that took place.		
5	suggest current in		onnect past events	s, people, and idea	as to the present; u	ise amerent persp	ectives to draw co	nclusions; and	
10	SS.Hist3.a.m: Compare events from United States or world history to a current issue or event.								
	•	•		· · · · , · · ·					
	SS.Hist3.b.m: Apr	olv historical perso	ectives to describ	e differing viewpoi	nts of current even	its.			
	•	•		5 - 1 - 5 - 1 -					
	SS.Hist3.c.m: Hyp	othesize the direct	tion of current eve	ents and outcomes	based on the pas	t.			
	•	•							
					ondary sources to i	interpret the histor	ical context, intend	led audience,	
	purpose, and/or a	uthor's point of vie	w (Historical Meth	odology).					
	SS.Hist4.a.m: Exp	lain how the histo	rical context (situa	tion) influences a	primary or second	ary source.			
	•	•							
		-	ce of the intended	audience of a prir	mary or secondary	source.			
	•	•							
	SS.Hist4.c.m: Exp	lain the significan	ce of the intended	purpose of a spec	cific primary or sec	ondary source.			
	٠	•							
	SS.Hist4.d.m: Exp	lain how the POV	of the author can	influence the mea	ning of a primary o	or secondary source	ce.		
	•	•							



Wisconsin Academic Standards Correlation - Social Studies - History Strand

Relevant Inquiry Standards for Grades 6-8

	NHD Tour (WHM)	Changing History (WHM)									
	SS.Inq1: Wiscons	in students will co	nstruct meaningfu	l questions that ini	itiate an inquiry.						
	SS.Inq1.a.m: Forr	nulate open-ende	d questions for fur	ther research with	in one of the socia	l studies discipline	S.				
	•	•									
	SS.Inq1.b.m: Ider	ntify additional que	stions that suppor	t the research and	possible resource	s to guide the inqu	uiry.				
	•	•									
	SS.Inq2: Wisconsin students will gather and evaluate sources. SS.Inq2.a.m: Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research										
	SS.Inq2.a.m: Explo to guide the inquiry		ultiple reliable sour	ces representing a	range of perspectiv	es and media that I	have been selected	through research			
		•									
	SS.Inq2.b.m: Deter	rmine credibility and	applicability of a s	ource by considerin	ig a variety of factor	s through the lens of	of a social studies s	trand.			
	•										
>	SS.Inq.3: Wisconsin students will develop claims using evidence to support reasoning.										
<u> </u>											
5	•	٠									
Inquin	SS.Inq3.b.m: Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).										
	modia).										
	SS.Ing3.c.m: Ana	lyze the extent to	which evidence su	pports or does not	t support a claim, a	and if it does not, a	djust claim approp	oriately.			
	•	•									
	SS.Inq4: Wiscons	in students will co	mmunicate and cr	itique conclusions							
	SS.Inq4.a.m Comn	nunicate conclusion	s using a variety of	media (i.e. video o	r online, documenta	ries, exhibits, resea	arch papers, or web	pages).			
	media). SS.Inq3.c.m: Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. SS.Inq3.c.m: Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. SS.Inq4: Wisconsin students will communicate and critique conclusions. SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.Inq4.b.m: Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.										
	•										
	SS.Inq.5: Wiscon	sin students will be	e civically engaged	d.							
	SS.Inq5.a.m: Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.										



Relevant Political Science Standards for Grades 6-8

	NHD Tour (WHM)	Changing History (WHM)						
	SS.PS1: Wisconsir	n students will ident	ify and analyze den	nocratic principles a	and ideals.			
		stigate the compo				tance of rule of lav	۷.	
	important. Investiga	hesize and defend w te how principles exp over time. Assess spe	pressed in the Declar	ration of Independen	ce and Constitution I	nave been applied th	roughout US history,	
		•			L			
		in students will ex						
Ce		e the scope and limit constitutional change os and individuals.						
Ċ		•						
		yze the rights and						
e	Synthesize the cu	Itural structures, ty	pes of governmer	nt, and economic s	systems to explain	differing concepts	of citizenship	
Scien		pare and contrast th worldwide. Investiga ights.						
	•	•						
		in students will an						
olitical	SS.PS3.a.m: Ass	ess voter participa	tion in elections. E	xplain their role in	government at the	e local, state, tribal	, and federal level	S.
		ze the role of various to government. Sum				alyze how elections a	ind political parties in	the United States
	SS.PS3.c.m: Ana	lyze the structure,	functions, powers	, and limitations of	government at the	e local, state, tribal	, and federal level	S.
		•				P.		
	55.P53.d.m: Ana	lyze how governm	ents address and	solve problems the	rougn the public po	blicy process.		
	CC DC4: Wissons	• in students will de	valop and amplay	akilla far aivia litar				
		in students will de						
	SS.PS4.a.m: Ass	emble an argumer	it utilizing multiple	sources of informa				
	•	vide examples of d	inlomacy, pluralia		building (botwoon	individuale group	c and institutions)	
	55.F 54.D.III. P10\	nue examples of a	ipiomacy, pluralisi			mulviuuais, group	s, and institutions	



Wisconsin Academic Standards Correlation - Social Studies - Political Science Strand

Relevant Behavioral Science Standards for Grades 9-12

	NHD Tour	Changing							
	(WHM)	History (WHM)	ts will examin	e individual co	ognition, perce	ention hehavi	or and identit	V	
	(Psychology).				ognition, perce	splion, benavi	or, and identit	y	
	· · · · · · · · · · · · · · · · · · ·		conmental factors the	at influence a person	's cognition percepti	on and behavior. Ex	rolain the interaction	of biology and	
SS.BH1.a.h:Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue af									
	and/or society.								
		Examina tha	offecte of diag	rimination on	idontity Evolo	ra davalanma	ntal theories	(o.g. Diagot	
					identity. Explo	re developme	intal theories	e.g., Plagel,	
O	ETIKSOTI, Mas	low) as they re		ai Dias.					
nc	SS BH2: Mie	concin studor	te will invoctio	nate and inter	oret interaction	ne hotwoon in	dividuals and	aroupe	
	(Sociology).			gate and inter		15 Detween In	ulviduais allu	groups	
cie		asto how languago a	and culture can unify	a group of pooplo	valuate the factors the	at contributo to coo	poration and conflict	among pooples of	
S					social or financial ine				
•	environment).				Γ		Γ		
ra			natationa of b			t and the star star star			
L	55.BH2.D.N	Critique interp	pretations of n	ow allterent c	ultures interac	t with their en	vironment.		
avio	-	-							
		• consin studer	te will accore	the role that l	numan behavi	or and culture	n nlav in the	lovelenment	
J2	of social ende					or and culture	s play in the t	levelopment	
		•		h groups and insti	itutione con influen		and outpurse in h	ath historical and	
					tutions can influen inifestations, and c				
	interconnected.	Ť	-	·	·	•	r	0,7	
		•	to will overnin	a tha prograa	aion of analifi	a farma af taa	hadam and t	hoir	
		nin various so		e the progres	sion of specifi		nnology and t	nen	
					ogy is created	and analyze	the conseque	nces	
	(intended and	d unintended)	to different cu	lltures.					
	•	•							



Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

Relevant Economic Standards for Grades 9-12

	(WHM)	History (WHM)										
	SS.Econ1: Wiscon											
	SS.Econ1.a.h: Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of											
	a particular decisi	on.		•		•						
				l <u></u>								
	SS.Econ1.b.n: EV	aluate now incenti	ves determine wh	at is produced and	distributed in a co	ompetitive market	system.					
	SS Econ2: Wiscons	in students will analy	/ze how decisions ar	e made and interact	ions occur among in	dividuals households	and firms/business					
	SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses. SS.Econ2.a.h: Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the											
	narket for goods and services (product market) and the market for factors of production (factor market).											
	mainer ier geede an						[
	SS.Econ2.b.h: Differ	entiate between sup	ply and demand and	d the resulting impac	t on equilibrium price	es and quantities pro	duced. Compare and	contrast various				
	degrees of competiti	on in markets and h	ow the extent of con	npetition in various m	narkets can affect pri	ce, quantity, and vari	iety.					
	SS.Econ2.c.h: Calcu	late the costs of pro	duction and explain	their role in firm dec	ision making. Differe	ntiate between and c	alculate revenue and	d profit for a given				
	firm.											
0												
S					as a whole (Macro							
					holds, businesses, and							
			mployment rates diffe	r for people of differer	nt ages, races, and ge	nders. Use economic	indicators to analyze	the current and				
	future state of the eco	pnomy.	[[
	SS.Econ3.b.h: Ev	aluate the structur	e and functions of	monev in the Unit	ted States, includir	na the role of intere	est rates.					
ouo	SS.Econ3.c.h: Conn	ect the components	of Gross Domestic	Product (GDP) to dif	ferent parts of an eco	onomy and differentia	ate between real and	nominal GDP.				
	Compare and contra	ist the parts of a bus	iness cycle of an ec	onomy (i.e., expansi	on/prosperity, peak,	contraction or recess	sion, trough).					
\mathbf{O}												
	SS.Econ4: Wiscons	in students will evalu	ate government dec	isions and their impa	act on individuals, bu	isinesses, markets, a	and resources (Role	of Government).				
	SS.Econ4.a.h: Evalua	ate how values and be	eliefs help to form diffe	erent types of econon	nic systems and analy	ze how they have bee	n affected by specific	political and social				
	systems and importar	nt events. Analyze ho	w the allocation of res	sources can impact th	e distribution of wealth	n and income equality	or inequality.					
	٠	•										
					alyze the impact of in		benefits, living stand	dards, and a local				
	community's econor	ny. Assess how prop	perty rights are define	ed, protected, enford	ed, and limited by go	overnment.						
		late types of taxes a	nd earned benefits v	with eligibility criteria.	Justify the selection	of fiscal and moneta	ary policies in expand	ding or contracting				
	the economy.							-				
	SS.Econ4.d.h: Evalu	late the intended an	d unintended costs a	and benefits of gover	mment policies to im	prove market outcom	nes and standards of	living. Analyze the				
					attempted to address							
	the past.		• •				Ū					
	•	•										
					uction and consumpt	tion of goods and ser	vices upon individua	ls, businesses, and				
	societies. Analyze th	e role of comparativ	e advantage in inter	national trade of goo	ods and services.							



Relevant Geography Standards for Grades 9-12

	NHD Tour (WHM)	Changing History (WHM)						
	SS.Geog1: Wise	consin students v	will use geograph	nic tools and way	s of thinking to a	nalyze the world.		
						e appropriateness of		representations to
	understand real-wor	ld problems. Explain	how current geospa	tial technologies are	used for personal, b	usiness, and govern	ment purposes.	
	SS.Geog1.b.n:Ir	nterpret maps an	d images to ana	yze geographic	problems and ch	anges over time.		
	SS Geogl c h: Com	nare and contrast a	mental man hefore a	and after an event to	see if perception res	haped their perspect	ives Explain how us	ing a virtual or
						hap of places and rec		a virtual of
							,	
				an movement an				
						on change. Analyz	e population comp	positions (e.g.,
	age, gender, ethn	icity) and the diffe	rent implications e	ach has on countr	ies or regions thro	ughout the world.		
	SS.Geog2.b.h: Ev	aluate the impact	of major internation	onal migrations, bo	th past and preser	nt, on physical and	human systems.	
hy	SS Geog2 c h: Anal	• vze the social impac	t of movement of ne	onle to different loca	tions in a variety of ti	me periods and loca	tions throughout the	world
	•		t of movement of pe			ine pendus and loca		wona.
Q	SS.Geog2.d.h E	valuate the impa	ct of spatial inec	uality as a result	of urbanization a	and develop vario	ous solutions to a	address these
Irap				nd urbanization o		·		
D						s and relationship		
0						resources in contest		mpetition among
Ð	countries. Assess he	ow and why consum	ption of resources di	ffers between develo	ped and developing	countries now and in	the past.	
C	SS Good3 h h: /	• Analyza tha ayalı	ition of the globa	l economy to its	procent state an	d the role it plays	in the economic	development
	-		e of supranationa	•	present state an	u the fole it plays		, development
	or world regions	. Analyze the role		ai organizations.				
	SS.Geog4: Wisc	consin students v	will evaluate the i	relationship betw	een identity and	place.		
						haracteristics interac	ct to give a place me	aning and
	significance and sha	ape culture. Explain I	now and why place-b	ased identities can s	hape events at vario	ous scales. Explain h	ow and why people v	view places and
	regions differently as	s a function of their i	deology, race, ethnic	ity, language, gende	r, age, religion, politi	cs, social class, and	economic status.	
	•	•						
						the environmen		
				entional spatial co	insequences of r	numan actions or	i the environmen	it at the local,
	state, tribal, regi	onal, country, an	a world levels.					
	SS.Geog5.b h	- lypothesize how	changes in hum	an behavior (e g	organic agricul	ture, Genetically	Modified Organi	sms.
	•		•	ts on a global so		tare, conclouily		
	coolounoni, oun			sto on a global de				



Relevant History Standards for Grades 9-12

	NHD Tour (WHM)	Changing History (WHM)									
	SS.Hist1: Use historical evidence for determining cause and effect.										
	SS. Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.										
	•	•	g								
	SS. Hist1.b.h: Evalu						nded and unintended	d effects from both			
	long- and short-term	perspectives. Evalu	ate how different gro	oups and individuals	contributed to the eff	fect.					
	•	•	nalvze recognize	and evaluate natt	erns of continuity a	and change over ti	me and contextual	ization of			
	historical events.	SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events									
	SS.Hist2.a.h: Evalua	ate a variety of prima	ary and secondary so	ources to apply know	ledge of major eras,	enduring themes, tu	rning points, and his	torical influences to			
	analyze the patterns					-					
							wine nainte and bier				
	SS.Hist2.b.h: Evalua analyze the patterns					enduring themes, tu	rning points, and his	torical influences to			
		•	initiality, the state, t	ine office offices and							
	SS.Hist2.c.h: Eval	uate how the histo	orical context influe	enced the process	or nature of the co	ontinuity or change	e that took place.				
	•	٠									
ō	SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and										
	suggest current in	•									
<u>s</u>	SS.Hist3.a.h: Ana	lyze significant his	storical periods and	d their relationship	to present issues	and events.	1				
—	•	•									
	SS.Hist3.b.h: Eval	luate historical per	rspectives to creat	e arguments with	evidence concerni	ng current events.	r				
	•										
	SS.Hist3.c.h: Evaluate and justify predictions of potential outcomes of current events based on the past.										
	SS.Hist4: Wiscons	• sin students will ex	valuate a variety o	f primary and seco	ndary sources to i	interpret the histor	ical context intend	led audience			
			ew (Historical Meth		Sources to		ical context, interic	ieu audience,			
		· ·			primory or coord	0.000					
	SS.Hist4.a.h: Ana		fical context (Situa	mon) miluences a	primary of second	ary source.					
	SS.Hist4.b.h: Ana	luzo how the inter	dod audionco influ	loncos a primary (
	55.111514.D.11. Alla			dences a primary c	Secondary source						
	SS.Hist4.c.h: Anal	lyze the intended	nurnese of a speci	ific primary or soci	andary source						
	55.111514.C.11. Anal		pulpose of a speci	inc primary or sect	Source.	[[
	SS.Hist4.d.h: Analyz	te how the POV of the	ne author can influen	ce the content and in	ntent of a primary or	secondary source ar	nd identify whose voi	ces may be left out.			
	•	•									



Relevant Inquiry Standards for Grades 9-12

	NHD Tour (WHM)	Changing History (WHM)										
	SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.											
	SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.											
	•											
	SS.Inq1.b.h: Constru	uct questions that su	pport the research a	nd identify the sourc	es that will be used i	n the student-develo	ped research propos	al.				
		•										
	SS.Inq2: Wiscons				ariety of disciplinary	lenses and multiple r	perspectives with a v	ariety of sources				
	including primary an							anery of sources				
				ala an alta ata Raman da sa				affect the				
		SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.										
	•	,										
	SS.Inq.3: Wisconsin students will develop claims using evidence to support reasoning.											
	SS.Inq3.a.h: Deve	elop a defensible o	laim to provide for	cus for an inquiry t	hat is based upon	the analysis of so	urces.					
Π	•	•										
σ	SS.Inq3.b.h: Suppor	rt a claim with evider	nce using sources fro	m multiple perspect	ives and media (elec	tronic, digital, print, a	and other mass medi	a).				
2			ah ayidanaa aynaa					k.				
	SS.Inq3.c.n: Analy2		ch evidence suppor	ts of does not supp	fort a claim, and if it	does not, modify th	ne claim appropriate	iy.				
	SS.Inq4: Wisconsin students will communicate and critique conclusions.											
	SS.Inq4.a.h: Comm	unicate conclusions	while taking into con			ackgrounds (e.g., gei	nder, class, proximity	to the event or				
	issue) may interpret	the information in di	fferent ways).									
	SS.Ing4.b.h: Examir	ne a claim's strength	s and weaknesses, i	ncluding an evaluation	on of supporting evid	ence, taking into cor	nsideration cultural, s	ocial, economic,				
		, and historic influen										
	•	•										
	-	sin students will be										
	SS.Inq5.a.h: Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.											



Wisconsin Academic Standards Correlation - Social Studies - Inquiry Strand

Relevant Political Science Standards for Grades 9-12

	NHD Tour (WHM)	Changing History (WHM)								
	SS.PS1: Wisconsi	n students will ident	ify and analyze den	nocratic principles a	and ideals.					
	SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.									
	United States govern limit the government,	te the work and action ment that are embedo protect individual righ	ded in founding era do nts, support the princip	ocuments. Analyze lar ole of majority rule wh	idmark Supreme Cour ile protecting the right	t decisions regarding	how the Constitution a	and the Bill of Rights		
	meaning and importa	nce of rights in the W	I Constitution, and co	mpare or contrast to t	he US Constitution.			[]		
	SS PS2: Wiscons	sin students will ex	amine and internre	et rights privileges	and responsibiliti	es in society				
Ce	SS.PS2.a.h: Critique promoting the gener	e the struggle for suf ral welfare and secur development of civil i	frage and citizenship	s since the founding well as between ma	period. Analyze the c	constitutional tension				
Ĕ		•								
ier		ess the difference i election process (i								
l Scien	methods of groups	e how the U.S. Supre who have advocated v human rights have	for access to greate	r rights. Analyze the						
							tione			
olitica		sin students will an ate and evaluate so						tribal, and		
Poli		e the role of various ty ction process, includir etal change.								
		e the structure and fur tional, global, and sup						institutions at the		
	SS.PS3.d.h: Eval	uate the effectiven	ess of public polic	y actions and proc	esses.					
	SS DS4: Wiscons	in students will de	velop and employ	skills for civic liter						
		ite arguments by r								
	55.P54.a.n. Clea		esearching and In							
	•	yze the effects of a	a political compror	nise with maior his	torical impact.					



Virtual Programming Standards Alignment



Relevant Behavioral Science Standards for Grade K-2

	Meet a Pig	Meet the Cattle								
	SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).									
	SS.BH1.a.2: Understand we are individuals influenced by our relationships and environments.									
	• SS BH1 b 2·	• Identify situati	ons and place	es that impact	a person's er	notions				
Ð	00.DITI.0.2.	identity Studi				notions.				
Ö		oonain atudan	to will invoction	note and interr	rat interaction	a hotwoon in	dividuale and	aroupo		
ier	SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).									
Sci	SS.BH2.a.K-	1: Describe ho	w groups of p	people are alik	e and differer	nt.				
	•	•								
ra	SS.BH2.b.1:	Understand w	ays people cl	nange and ada	apt to new situ	ations in plac	es and within	a family.		
avior										
av	SS.BH3: Wis	consin studen	ts will assess	the role that h	numan behavi	or and culture	es play in the c	levelopment		
eh	of social ende	•								
B		Compare a be rate their birth		lture to one in	a different cu	lture (e.g., Ho	w do people i	n a different		
	• SS BHA: Wis	consin studen	ts will examin	e the progres	sion of specifi	c forms of tec	hnology and t	hoir		
		nin various so					and t			
		Describe spec Iral purposes.		echnology and	d demonstrate	how they are	e used on a da	ily basis for		
		•								



Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

Relevant Economic Standards for Grade K-2

	Meet a Pig	Meet the Cattle											
	SS.Econ1: Wisconsin students use economic reasoning to understand issues. SS.Econ1.a.1: Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.												
	SS.Econ1.a.1: Diffe	rentiate between a "	want" and a "need".	Describe resources t	hat are important or	useful to you, your fa	mily, community, an	d country.					
	SS Econ1 h 2: E	Predict a person's	s change in beha	vior in response	to different note	atial rowards							
	33.EC011.D.Z. F	redict a persons	s change in bena			illai rewarus.							
		consin students v	· · · · · · · · · · · · · · · · · · ·	decisions are ma	de and interaction	ns occur among	individuals, hous	seholds, and					
	firms/businesses (Microeconomics). SS.Econ2.a.1: Differentiate between buyers (consumers) and sellers (producers).												
	SS.Econ2.a.1: L	Differentiate betw	een buyers (con	sumers) and sel	ers (producers).		[
		SS.Econ2.b.2: Define product market and categorize prices of products in a local market.											
	SS.Econ2.b.2: L	Define product m	arket and catego	orize prices of pro	bducts in a local i	market.							
S		Prodict how produ	laara uga tha faa	tore of productio	n (i.a. land laha	r human and ph							
()		Predict how produ p) to make good				r, numan and pr	iysical capital, an	ia					
D	chilepreneurshi												
	SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics). SS.Econ3.a.1: Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).												
2	SS.Econ3.a.1: lo	dentify the cost o	f everyday good	s (e.g., milk, brea	ad, fruit, vegetab	es, cheese).	-						
ō	SS.Econ3.b.1: Ca	ategorize types of r	nonev (e.g., coins	, bills) and explain	why money is use	d. Formulate reas	ons why people sa	ave.					
ŭ	00.200110.0.1. 00												
Ш		in students will evalu		•		sinesses, markets, a	and resources.						
	SS.Econ4.a.2: H	lypothesize how	a good gets to th	ne local commun	ity market.								
	SS Econ4 b 1: Cl	assify different job	s people have and	how these jobs h	elp others Explain	what major public	private and triba	linstitutions					
		lice, fire station) do					, p, a						
	SS.Econ4.c.2: Su	immarize goods ar	nd services that the	e government prov	/ides (e.g., roads,∍	schools, police), a	nd how they help p	people.					
	SS.Econ4.d.1: Give	an example of an ur	nintended cost or ber	nefit to an event (e.g	., getting new player	ound equipment, rec	eiving a present).						
		stigate how people c	an benefit themselve	es and others by dev	eloping special skills	and strengths. Hypo	othesize why people i	in one country trade					
	goods with people ir	n another country.											



Wisconsin Academic Standards Correlation - Social Studies - Economics Strand
Relevant Geography Standards for Grade K-2

	Meet a Pig	Meet the Cattle						
	SS Geog1: Wisc	consin students v	vill use geograph	nic tools and way	s of thinking to a	nalyze the world		
		ecognize the difference					ht choose one ove	er the other for a
	SS.Geog1.b.1-2:l	dentify physical an	d human characte	eristics of a place u	using maps, graph	s, photographs, ar	d other represent	ations.
	SS.Geog1.c.1: Co symbols.	onstruct a map (pa	per or digital) of a	familiar place (i.e.	, bedroom, classro	oom, playground) u	using title, compas	s rose, and
	SS Geog2: Wise	consin students v	will analyze huma	an movement an	d population patt	erns		
	0	Analyze where and					suburban, urban,	or tribal.
	• SS Geog2 h 2: F	• Explain why peop	le have moved t	o and away from	their community	/		
>						-		
ļ	SS.Geog2.c.2: [Describe populati	on changes in th	neir community o	ver time.			
graphy	SS.Geog2.d.1: I	dentify and expla	ain differences be	etween rural and	urban areas.			
91	SS.Geog3: Wisc	consin students v	vill examine the i	impacts of global	Linterconnection:	s and relationshi	05.	
eo	SS.Geog3.a.1: A	Analyze how diffe lunchroom first?	erent access to re					e bathroom?
G	SS.Geog3.b.2: 0 lives.	Compare and co	ntrast the differe	nt modes of trans	sportation and co	mmunication us	ed by families in	work and daily
			vill avaluate the	relationship hotu	identity and			
	SS.Geog4.a.2: Cate	consin students v egorize characteristic meanings that distin	s of the local commu	unity (e.g., weather a	nd climate, populatio	n, landforms, vegeta	ation, culture, industr	y). Describe how
		consin students v Provide example						
	SS.Geog5.b.2 lo are used.	dentify natural res	sources (e.g., fei	rtile soil, forests,	mining) of a plac	e and provide ex	amples of how t	hose resources
	•	•						
THISTORY	Wisconsin Aca	ademic Standar	ds Correlation -	 Social Studies 	- Geography S	trand		

Relevant Inquiry Standards for Grade 3-5

	Meet a Pig	Meet the Cattle									
	SS.Inq1: Wiscons	in students will co	nstruct meaningfu	l questions that ini	tiate an inquiry.						
	SS.Inq1.a.e: Expla	ain why or how a te	eacher- or text-pro	vided question is i	mportant to a topic	c or issue.					
	SS.Inq1.b.e: When	provided with a ques	tion, determine what	other questions are	needed to support th	ne research (i.e., "WI	nat more do we need	to know?").			
	•	•									
	SS.Inq2: Wisconsin students will gather and evaluate sources. SS.Inq2.a.e: Brainstorm what resources would be valuable to guide the inquiry.										
	SS.Inq2.a.e: Brain	nstorm what resour	rces would be valu	able to guide the	inquiry.						
	•	•									
	SS.Inq2.b.e: Revi	ew and ask questi	ons about books,	photos, artifacts, w	ebsites, and other	r sources that will g	give insight into the	e inquiry.			
		- in the density of the second									
N	SS.Inq.3: Wisconsin students will develop claims using evidence to support reasoning. SS.Inq3.a.e: With prompting and support, state a claim to answer a question that the class is considering.										
lir	•		pport, state a clair	IT to answer a que		s is considering.					
qui	SS.Inq3.b.e: Determine which evidence in teacher-provided sources support a claim that answers a compelling question.										
ŭ							ing queenen.				
—	SS.Inq3.c.e: Explain how evidence supports a claim for a class inquiry.										
	SS.Inq4: Wiscons	in students will co	mmunicate and cr	itique conclusions							
	SS.Inq4.a.e: Com	municate conclusi	ons								
	•	•									
	SS.Inq4.b.e: Resp	oond effectively to	questions about th	neir inquiry.							
	•	•									
		sin students will be									
	SS.Inq5.a.e Explo implications.	re opportunities fo	r personal or colla	borative civic eng	agement with com	munity, school, sta	ate, tribal, national	and/or global			



Relevant History Standards for Grade K-2

	Meet a Pig	Meet the Cattle								
	SS.Hist1: Use his	torical evidence fo	r determining caus	se and effect.						
	SS. Hist1.a.e: Ide	ntify one or more o	auses of an event	t, issue, or problen	n.					
	SS. Hist1.b.e: Ide	ntify one or more e	effects of an event	, issue, or problem).					
	SS.Hist2: Wiscon historical events.	sin students will ar	nalyze, recognize,	and evaluate patte	erns of continuity a	and change over ti	me and contextual	ization of		
	SS.Hist2.a.e: Ider	ntify patterns of wh	at stayed the sam	e to self, family, a	nd community ove	r time.				
	•	٠								
	SS.Hist2.b.e: Ider	tify patterns of cha	ange to self, family	, and community	over time.					
	•	•								
-	SS.Hist2.c.e: Exp	ain how something	g happening outsi	de of your home c	an affect your fam	ly.				
ory	SS.Hist3: Wiscon suggest current in	sin students will co nplications.	onnect past events	s, people, and idea	as to the present; ι	se different persp	ectives to draw co	nclusions; and		
st	SS.Hist3.a.e: Des	cribe a person or e	event from the pas	t that reflects you	own life in some	way.				
Ŧ										
	SS.Hist3.b.e: Exp	lain why two peopl	e can talk about a	in event from differ	rent viewpoints.					
	SS Hist2 a at Evp	ain how something	a from the post of	n offect vour life n						
	SS. FISIS.C.E. EXP		g nom the past ca		Uw.					
	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).									
	SS.Hist4.a.e: Des	cribe the events th	at led to the creat	ion of a primary so	ource.					
	SS.Hist4.b.e: Ider	ntify the intended a	udience for whom	the primary or see	condary source wa	is created.				
	CC Llight a su Crow		une cheuture l'é	[
	SS.HISt4.c.e: Crea	ate one primary so	urce about your lif	ie.						
	SS Hist4 d e: Ider	ntify the POV of yo	ur own primary or	secondary source						
	00.mist4.u.e. idei			Secondary source	•					
				1						



Relevant Political Science Standards for Grade K-2

	Meet a Pig	Meet the Cattle						
	meetalig	weet the Oattle						
				nocratic principles a		1		
			ongs, and traditior	ns that identify our	state and country.	Assess the impor	tance of rules and	laws at home, in
	school, and in the	community.	[[
	SS.PS1.b.1-2: Com	pare contributions of	two or more influen	tial people related to	the founding of the l	Jnited States. equalit	v. rights, responsibil	ities, and
				n to the local commu			,	,
		-	1			•	-	1
	00 000 14/					· · · .		
					s, and responsibilit	ies in society.	all humans have (i.e	a life liberty
						dvanced civil rights for		e., me, noerty,
O						-		
C								
cien		marize situations	where individuals	have rights, freedo	oms, and equality.	Develop an opinio	n about an issue ir	n your school or
<u>e</u>	community.	[[[
C	SS.PS2.c.1-2: Ident	ifv aroups within sch	l ool. community. or s	society and compare	their rights and resp	onsibilities (e.g., stud	lent or teacher). Inve	stigate ways in
Ň	which people and gr	roups can influence of	decision makers in s	chool, their commun	ities, states, or count	try (i.e., voting, runnii	ng for office, participa	ating in meetings).
	Critique instances w	here groups have be	een denied access to	power and rights, a	nd any law or custon	ns that have altered t	these instances. Sur	nmarize how people
le		in students will se					(
Ö						cal and civic institu		hair lives
Political	00.1 00.4.1. 0030							
H								
			of media and sour	ces. Explain why v	we have elections.	Summarize basic	roles of civic instit	utions (e.g.,
õ	school, home, fan	nily, community).		1	1			
	SS DS2 a 1. Com	para basis politica	Lipotitutiono (o.g.	what a governme	t is and how it diff	fers at the city, stat	to tribal country (
					ke laws, create or		le, lindai, country, a	and global level),
	SS.PS3.d.1: Pred	ict how people cor	me up with differer	nt ideas to solve a	problem.			
				skills for civic liter	acy.			
	SS.PS4.a.e: Com	pare and contrast	perspectives on the	ne same topic.			-	
	SS PS4 h 2. Give	an example of a c	compromise	1	1			
	00.1 04.0.2. Olve		ompromise.					



Relevant Behavioral Science Standards for Grade 3-5

ceptions, ar									
•	nd behavior	rs are affect	ted by						
•	•								
ligion gond		•							
eligion, geno	ler, and so	cial class ca	an help						
٠	•	•							
t interaction	s between	individuals	and						
es solve cor	nmon prob	lems, such	as						
	•	•	•						
SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.									
		•							
nan behavio	or and cultu	ires play in	the						
SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.									
		•							
n of specific	c forms of t	echnology a	and their						
SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).									
٠	٠		•						
	t interaction es solve cor t cultures de nan behavio and differe gs.	t interactions between es solve common prob t cultures develop differ nan behavior and cultu and differences betwe gs. n of specific forms of t access, and design, a	t cultures develop different values nan behavior and cultures play in and differences between and am gs. n of specific forms of technology a access, and design, and how the						



Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

Relevant Economic Standards for Grade 3-5

	Beyond the Vote	Everyday Art and the Fur Trade	Lead, Land, and Local Lore	Lumber Party	Unearthing the Past	Wisconsin's Secret Identity	School in One room	Immigrant Stories	Stem on the Farm		
		isconsin stude									
						costs and be					
	limited resour	ces (e.g., mor	ney, materials	, time, labor/w	orkers, land,	natural resour	ces, renewabl	e or non-rene	wable).		
	SS.Econ1.b.4	• Infer potentia	l incontivos in	a real-world	situation				•		
	55.LC011.D.4				Situation.	•		•	•		
	SS.Econ2: W	isconsin stude	ents will analyz	ze how decisio	ons are made	and interactio	ns occur amo	ng individuals	households,		
	SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics). SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.										
	SS.Econ2.a.3-	4 Compare two	product marke	ts found in the	local communit	y. Differentiate	between goods	and services.			
						•					
				•	nd), producer	s (supply), pric	ces, non-price	factors (e.g.,	drought or a		
	fad item), and	a competition I	n the product	market.	[[[]			
S	SS.Econ2.c.3	Compare the	skills and kno	owledae reaui	red to produce	e certain good	s and service	s. Provide an o	example of		
Ö				• •		for a given pro			• • •		
j		•	٠			•			•		
L						ns as a whole	(Macroecono	mics).			
0	SS.Econ3.a.4	Investigate h	ow the cost of	f things chang	es over time.						
	SS Econ3 h 5	Describe the	role of money	/ hanking an	d savings in e	veryday life, ir	cluding why r	eople borrow	money and		
conol	the role of inte			, banking, an	a savings in c	veryddy me, n	icidaling wity p		money and		
ш				ate governme	nt decisions a	nd their impac	t on individua	ls, businesses	, markets,		
		s (Role of Gov			vraduat (a.g. f	and chalter)					
	55.Econ4.a.3	B Trace the cha	ain of supply I	or a needed p	broduct (e.g., I	ood, sheiter).					
	SS.Econ4.b.4-	5 Assess the ro	le of economic	institutions (e.	a., banks, gove	rnments in help	ing individuals	and society. Dif	ferentiate		
						.g., parks, publi					
				•	· · · ·						
	SS.Econ4.c.5	Discuss reas	ons a governr	ment taxes pe	ople.						
	SS.Econ4.d.5	Predict uninte	ended costs a	ind benefits (i.	e., externalitie	es) for a given	current situat	ion or event.			
	SS Econ4 e 5	• Compare an	• d contrast so	ecialization in	two or more r	egions (e.g., N	lidwest and N	ortheastern I I	nited		
		States and Ja				egiona (e.g., n		or measurin o	intou		
						•					
-	· · · · · · · · · · · · · · · · · · ·			· · · · · · · · · · · · · · · · · · ·							



Relevant Geography Standards for Grade 3-5

	Beyond the Vote	Everyday Art and the Fur Trade	Lead, Land, and Local Lore	Lumber Party	Unearthing the Past	Wisconsin's Secret Identity	School in One room	Immigrant Stories	Stem on the Farm
	SS.Geog1: W	isconsin stud	ents will use g	eographic too	ols and ways o	f thinking to an	alyze the wor	ld.	
						ople, places, an			
	digital), charts,	and graphs us	ing appropriate	elements (i.e.,	date, orientatio	on, grid, scale, tit	le, author, inde	x, legend, situa	ition).
	SS Geogl bi	Identify nurne	uses of and dit	fferences amo	na mans alo	bes, aerial pho	tographs cha	rts and satelli	ite images
	00.00091.0.	lucitary purpe			ng maps, gio		lographs, cha		te intages.
	SS.Geog1.c.4-5 Cr	eate and label a ma	p (paper or digital) c	of the local commun	ity, state, tribal lands	s, and country, includ	ing both physical (e.	.g., oceans and cont	inents) and human
						and the United State		3,	,,
						opulation patte			
						country. Compa			
	(i.e.,rural, subu	irban, urban, or	tribal), and diff	erent types of p	places on Earth	(e.g.,community	/, state, region,	country/nation).
	SS Geog2 b	5 Investigate r	oush and pull f	factors of mov	ement in their	community, st	ate country a	and world	
	00.00092.0.	•			•	•		•	
2	SS.Geog2.c.	5 Describe por	oulation chang	ges in their sta	te, and count	ry over time.			
			•		•	•	•	•	
raphy			e positive and	I negative fact	ors of cities. Io	dentify the loca	tion and patte	rns of cities w	our our
2	state and cou	intry.			1				
σ	SS.Geog3: W	/isconsin stud	ents will exam	nine the impac	ts of global in	terconnections	and relations	hips.	
Ō						nonrenewable,			s of both at
Ū.	the local, nati	onal, and glob	al level.						
()			_			_			
		•	•		•	nd on one anot	her. Summari	ze how transp	portation and
	communicatio	on have chang	ed economic	activities over	r time.			-	
	SS Geog4: W	/isconsin stud	ents will evalu	ate the relation	nshin betwee	n identity and r	lace		
						n identity and p			
						f rural, suburban, l lifferently (e.g., stu			
	playaround)	lentity and descrit	be now people m	ay view places in	the community o	interentiy (e.g., stu	dents and senior	cilizens respond	ing to a new
					•		•		
						n humans and n actions on ou			ovoilebility.
		•	•	id negative er	rects of numa	n actions on ou	ir physical en	monment (e.g	., availability
	or water, rent	lity of soils) ov	er ume.	1	•			1	
	SS.Geog5.b.	5 Examine ho	w human actio	ons modify the	physical envi	ronment when	using natural	resources (re	newable and
	nonrenewable				. ,		Ū I	(-	
			•		•				•



Beyond the Vote	Everyday Art and the Fur Trade	Lead, Land, and Local Lore	Lumber Party	Unearthing the Past	Wisconsin's Secret Identity	School in One room	Immigrant Stories	Stem on the Farm
SS.Hist1: Use	historical evide	ence for determi	ning cause and	l effect.				
SS. Hist1.a.i U	se evidence to	draw conclusio	ons about proba	ble causes of h	istorical events	, issues, and pr	oblems.	
•	•	•	•	•	•	•	•	•
SS. Hist1.b.i U	se evidence to	draw conclusio	ns about proba	ble effects of hi	istorical events,	issues, and pro	oblems.	
•	•	•	•	•	•	•	•	•
of historical ev	ents.	s will analyze, re					r time and cont	extualization
	-	is of continuity of	over time in the	-		ted States.		
•	•	•	•	•	•	•	•	•
SS.Hist2.b.i: D	escribe pattern	is of change over	er time in the co		, and the Unite	d States.		
•	•	•	•	•	•	•	•	•
SS.Hist2.c.i Ar continuity.		als, groups, and		erstand why the	ir contributions	are important to	o historical cha	nge and/or
•	•	• will connect pa	•			•	•	•
		in Wisconsin h		ent issue or eve ●	ent. ●	•	•	
SS.Hist3.b.i: Id		historical persp	Ĵ	ng people and	events in the pa			
•	•	•	•	•		•	•	•
SS.Hist3.c.i: E	xplain how hist	orical events ha	ve possible im	olications on the	e present			
•	•	•	•	•	•			
	ose, and/or au	will evaluate a thor's point of v	iew (Historical	Methodology).		nterpret the his	torical context,	intended
	acariba tha hia	torical context (situation) of a c	orimary or secor	ndary source.			
SS.Hist4.a.i: D		, T	, , ,		-	•	-	-
•	•	•	•	•	•	•	•	•
• SS.Hist4.b.i: D	• escribe the sig	, T	•	•		source.	•	•
● SS.Hist4.b.i: D ●	● escribe the sig ●	• nificance of the	• intended audie •	ence of a primar	y or secondary		•	•
• SS.Hist4.b.i: D • SS.Hist4.c.i: D	● escribe the sig ●	•	• intended audie •	ence of a primar	y or secondary	source.		•
● SS.Hist4.b.i: D SS.Hist4.c.i: D	escribe the sig	ificance of the conded purpose conded purpose conded purpose conditions of the cond	intended audie of a specific pri	ence of a primar mary or second	y or secondary ary source.	source.	•	•
● SS.Hist4.b.i: D SS.Hist4.c.i: D ●	escribe the sig	• nificance of the	intended audie of a specific pri	ence of a primar mary or second	y or secondary ary source.	source.		•

Relevant History Standards for Grade 3-5



Relevant Inquiry Standards for Grade 3-5

	Beyond the Vote	Everyday Art and the Fur Trade	Lead, Land, and Local Lore	Lumber Party	Unearthing the Past	Wisconsin's Secret Identity	School in One room	Immigrant Stories	Stem on the Farm	
	SS.Inq1: Wisco	onsin students	will construct m	eaningful ques	tions that initiat	e an inquiry.				
		•	en-and closed	ended question	s on a topic or i					
	•	•	•	•	•	•	•			
	SS.Inq1.b.i Dev	velop list of que	estions that sup	port the resear	ch through disc	ussion and inve	estigation to gui	de inquiry.		
	SS.Ing2: Wisco	onsin students	will gather and	evaluate sourc	es.					
					guide the inqui	ſŲ.				
2				Ŭ.	Ĺ					
		aluate resource	s to determine	which best sup	port the inquiry	and supporting	questions.			
	•	•		•	•		•			
S	-				ence to support					
Ξ	SS.Inq3.a.i Cre	eate a thesis sta	atement based	on evidence to	und in sources	to make a clain	<mark>า.</mark> ●			
nqui	SS.Inq3.b.i: Se	lect appropriat	e evidence from	n sources to su	pport a claim.					
N	•	•	•	٠	•	٠	•	•		
_	SS.Inq3.c.i: As	sess how evide	ence supports a	claim.						
	•			•	•	•	•			
	-		will communica							
	SS.Inq4.a.i Coi	mmunicate con	Clusions from a	variety of teac	her-provided pr	esentation opti	ons.	•		
	SS.Ing4.b.i Eva	aluate the stren	oth of claim. ev	idence, and co	mmunication us	sing criteria est	ablished by bot	h teacher and s	tudent.	
			5 , -	•		<u> </u>	٠			
	SS.Inq.5: Wisc	onsin students	will be civically	engaged.						
	SS.Inq5.a.i Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.									
	•		٠		•					

Wisconsin Academic Standards Correlation - Social Studies - Inquiry Strand

	Beyond the Vote	Everyday Art and the Fur	Lead, Land, and Local Lore	Lumber Party	Unearthing the Past	Wisconsin's Secret Identity	School in One room	Immigrant Stories	Stem on the Farm
		Trade							
			Il identify and an						
	constitutions e		een majority rule	e and minority	rights (as a fund	ction of a demo	cratic republic).	Hypothesize w	hy laws and
	•								
	political culture.		ntributions of histo veen freedom, jus ty.						
	•								
			will examine an						
Ce	Declaration of H	uman Rights, whi	of rights and resp ch individuals pos ls. Identify and de	ssess within the	state, country, an	d world. Summar	ize the actions of		
č		manara and aar	traat baing a si	tizen ef e eeun	tru to the princip		Tanahin Dagar	iha tha process	by
	people in the L		ntrast being a ci				izensnip. Descr	the the process	s by which
	· ·		boome legal eta	20113 (I.C., Halu		Talization).		I	
X							•	•	
clenc		ritique instances	s where groups h	nave been denie	d access to pow	er and rights, ar			
NCI	instances. Sum	ritique instances	s where groups h ple (e.g., religiou	nave been denie	d access to pow	er and rights, ar			
5	instances. Sum	ritique instances marize how peo	s where groups h ple (e.g., religiou	nave been denie	d access to pow	er and rights, ar			
5	instances. Sum to impact and c	ritique instances marize how peo hange their com	s where groups h ple (e.g., religiou munities.	nave been denie is groups, civil ri ●	d access to pow ghts groups, wo	er and rights, ar rkers, neighborh	ood residents) o	organize to gain	
5	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5	ritique instances marize how peo hange their com onsin students	s where groups h ple (e.g., religiou	have been denie is groups, civil ri e d evaluate the p	d access to pow ghts groups, wo owers and proc	er and rights, ar rkers, neighborh cesses of politic	ood residents) o al and civic ins	organize to gain to the second s	a greater voic
5	instances. Sum to impact and c • SS.PS3: Wisco	ritique instances marize how peo hange their com onsin students	s where groups h ple (e.g., religiou munities. • will analyze and	have been denie is groups, civil ri e d evaluate the p	d access to pow ghts groups, wo owers and proc	er and rights, ar rkers, neighborh cesses of politic	ood residents) o al and civic ins	organize to gain to the second s	a greater voice
5	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels.	ritique instances marize how peop hange their com onsin students Investigate reas	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer	have been denie is groups, civil ri d evaluate the p ns participate in	d access to pow ghts groups, wo powers and proo elections. Ider	er and rights, ar rkers, neighborh cesses of politic ntify their role in	ood residents) o cal and civic ins government at	rganize to gain titutions . the local, state	a greater voice e, tribal, and
olitical S	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. SS.PS3.b.3-4 Pr	ritique instances marize how peop hange their com onsin students Investigate reas rovide examples o	s where groups h ple (e.g., religiou munities. • will analyze and	have been denie is groups, civil ri d evaluate the p hs participate in bes of media are	d access to pow ghts groups, wo powers and proo elections. Ider used in elections	er and rights, ar rkers, neighborh cesses of politic ntify their role in and government	ood residents) o cal and civic ins government at . Compare and co	titutions . titutions . the local, state	a greater voice e, tribal, and le roles people
5	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. SS.PS3.b.3-4 Pr play in elections.	ritique instances marize how peo hange their com onsin students Investigate reas rovide examples o . Analyze the role	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various types civic institutions	have been denie is groups, civil ri d evaluate the p hs participate in pes of media are s play in their live	d access to pow ghts groups, wo owers and proo a elections. Ider used in elections s, their communit	rer and rights, ar rkers, neighborh cesses of polition ntify their role in and government ty and beyond (e.	ood residents) o cal and civic ins government at . Compare and cc g., schools, comr	titutions . titutions . the local, state ontrast the multip munity groups, re	a greater voice e, tribal, and le roles people ligious
olitical S	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. SS.PS3.b.3-4 Pr play in elections. SS.PS3.c.4-5	ritique instances marize how peo hange their com onsin students Investigate reas rovide examples o . Analyze the role	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures ar	have been denie is groups, civil ri d evaluate the p hs participate in pes of media are s play in their live	d access to pow ghts groups, wo owers and proo a elections. Ider used in elections s, their communit	rer and rights, ar rkers, neighborh cesses of polition ntify their role in and government ty and beyond (e.	ood residents) o cal and civic ins government at . Compare and cc g., schools, comr	titutions . titutions . the local, state ontrast the multip munity groups, re	a greater voic , tribal, and le roles people ligious
olitical S	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. SS.PS3.b.3-4 Pr play in elections. SS.PS3.c.4-5 (state, tribal, an	ritique instances marize how peop hange their com onsin students Investigate reas ovide examples of Analyze the role Classify the bas id federal levels	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures an s.	ave been denie is groups, civil ri e d evaluate the p as participate in bes of media are s play in their live and functions of	d access to pow ghts groups, wo oowers and proo elections. Ider used in elections s, their communit governments, a	er and rights, ar rkers, neighborh cesses of polition ntify their role in and government y and beyond (e.	ood residents) o cal and civic ins government at . Compare and cc g., schools, comr	titutions . titutions . the local, state ontrast the multip munity groups, re	a greater voice e, tribal, and le roles people ligious
olitical S	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. SS.PS3.b.3-4 Pr play in elections. SS.PS3.c.4-5 (state, tribal, an	ritique instances marize how peop hange their com onsin students Investigate reas ovide examples of Analyze the role Classify the bas id federal levels	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures an s.	ave been denie is groups, civil ri e d evaluate the p as participate in bes of media are s play in their live and functions of	d access to pow ghts groups, wo oowers and proo elections. Ider used in elections s, their communit governments, a	er and rights, ar rkers, neighborh cesses of polition ntify their role in and government y and beyond (e.	ood residents) o cal and civic ins government at . Compare and cc g., schools, comr	titutions . titutions . the local, state ontrast the multip munity groups, re	a greater voice e, tribal, and le roles people ligious
olitical S	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. SS.PS3.b.3-4 Pr play in elections. SS.PS3.c.4-5 (state, tribal, an	ritique instances marize how peop hange their com onsin students Investigate reas ovide examples of Analyze the role Classify the bas id federal levels	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures ar	ave been denie is groups, civil ri e d evaluate the p as participate in bes of media are s play in their live and functions of	d access to pow ghts groups, wo oowers and proo elections. Ider used in elections s, their communit governments, a	er and rights, ar rkers, neighborh cesses of polition ntify their role in and government y and beyond (e.	ood residents) o cal and civic ins government at . Compare and cc g., schools, comr	titutions . titutions . the local, state ontrast the multip munity groups, re	a greater voice e, tribal, and le roles people ligious
olitical S	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. • SS.PS3.b.3-4 Pr play in elections. • SS.PS3.c.4-5 (state, tribal, an SS.PS3.d.5 Pr	ritique instances marize how peop hange their com onsin students Investigate reas covide examples of Analyze the role Classify the bas of federal levels ovide examples	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures ar s. s of how differer	ave been denie is groups, civil ri d evaluate the p ns participate in bes of media are s play in their live and functions of nt governments	d access to pow ghts groups, wo powers and proo a elections. Ider used in elections s, their communit governments, a	er and rights, ar rkers, neighborh cesses of politic ntify their role in and government and government and summarize s.	ood residents) o cal and civic ins government at . Compare and cc g., schools, comr	titutions . titutions . the local, state ontrast the multip munity groups, re	a greater voice e, tribal, and le roles people ligious
olitical S	instances. Sum to impact and c • SS.PS3: Wisco SS.PS3.a.4-5 federal levels. • SS.PS3.b.3-4 Pr play in elections. • SS.PS3.c.4-5 state, tribal, an SS.PS3.d.5 Pr SS.PS4: Wisco	ritique instances marize how peop hange their com onsin students Investigate reas rovide examples Analyze the role Classify the bas d federal levels ovide examples ovide examples	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures ar s. s of how differer will develop and	ave been denie is groups, civil ri d evaluate the p ns participate in bes of media are s play in their live and functions of nt governments d employ skills	d access to pow ghts groups, wo powers and proo elections. Ider used in elections s, their communit governments, a solve problems for civic literacy	er and rights, ar rkers, neighborh cesses of politic ntify their role in and government and beyond (e. and summarize s.	ood residents) o	titutions . titutions . the local, state pontrast the multip munity groups, re f the governme	a greater voice e, tribal, and le roles people ligious
olitical S	instances. Sum to impact and c • SS.PS3: Wisco SS.PS3.a.4-5 federal levels. • SS.PS3.b.3-4 Pr play in elections. • SS.PS3.c.4-5 state, tribal, an SS.PS3.d.5 Pr SS.PS4: Wisco	ritique instances marize how peop hange their com onsin students Investigate reas rovide examples Analyze the role Classify the bas of federal levels ovide examples ovide examples	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures ar s. s of how differer	ave been denie is groups, civil ri d evaluate the p ns participate in bes of media are s play in their live and functions of nt governments d employ skills	d access to pow ghts groups, wo powers and proo elections. Ider used in elections s, their communit governments, a solve problems for civic literacy	er and rights, ar rkers, neighborh cesses of politic ntify their role in and government and beyond (e. and summarize s.	ood residents) o	titutions . titutions . the local, state pontrast the multip munity groups, re f the governme	a greater voice e, tribal, and le roles people ligious
olitical S	instances. Sum to impact and c SS.PS3: Wisco SS.PS3.a.4-5 federal levels. • SS.PS3.b.3-4 Pr play in elections. • SS.PS3.c.4-5 state, tribal, an SS.PS3.d.5 Pr SS.PS4: Wisco SS.PS4.a.i Co	ritique instances marize how peop hange their com onsin students investigate reas covide examples of Analyze the role Classify the bas d federal levels ovide examples ovide examples onsin students mpile relevant i	s where groups h ple (e.g., religiou munities. will analyze and sons why citizer of how various typ s civic institutions sic structures ar s. s of how differer will develop and	ave been denie is groups, civil ri e d evaluate the p ns participate in pes of media are s play in their live and functions of nt governments d employ skills orm a political a	d access to pow ghts groups, wo owers and proo elections. Ider used in elections s, their communit governments, a solve problems for civic literacy rgument and ta	er and rights, ar rkers, neighborh cesses of politic ntify their role in and government ty and beyond (e. and summarize s.	ood residents) o	titutions . titutions . the local, state pontrast the multip munity groups, re f the governme f the governme	a greater voice



Relev	Relevant Behavioral Science Standards for Grades 6-8								
	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)						
	SS.BH1: Wis (Psychology)		ts will examin	e individual c	ognition, perce	eption, behavi	or, and identit	У	
		Identify patter rests that influ				ily, peers, sch nd behavior.	ool, communi	ties, and	
	•	•	*		,				
е		Analyze how id identity and			, religion, gen	der, and socia	al class affect	a person's	
Ŭ	•	٠	*						
cien	(Sociology).					ns between in		Ŭ I	
Sc						ategorize factors eligion, political b		cooperation	
a	•	•	*						
haviora		Model how in als learn of oth				ure through int el, and study.	eractions with	others, and	
>	•	•	*				•		
ha		consin studen eavors (Anthro		the role that I	numan behavi	ior and culture	es play in the o	development	
Be		Analyze how s can affect s				consequence	s and how glo	bal patterns	
	٠		*						
		consin studen nin various soo		e the progres	sion of specifi	c forms of tec	hnology and t	heir	
		Differentiate			tended conse	quences of va	rious forms o	ftechnology	
			*						
	*Standards va	ry by student to	pic selection						

Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

Relevant Economic Standards for Grades 6-8

	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)					
	SS.Econ1: Wisc	onsin students u	ise economic rea	asoning to unders	stand issues.			
				explain why the opportur choices of individuals, ho				ess how limited
	SS.Econ1.b.m:	Evaluate how inc	centives impact i	ndividual and/or h	nousehold decisio	on making.		
	•	•	*					
	firms/businesses	(Microeconomics)		sions are made and		-		
	SS.Econ2.a.m Analyz	ze the role of consum	ers and producers in *	product markets. Prov	ide examples of how i	ndividuals and house	holds are both consur	ners and producers.
				en supply and de		the extent to wh	ich competition e	exists in product
S			*					
Ü		-	•	and how they are	combined to ma	ake goods and de	eliver services.	
J	Evaluate how pr	ofits influence se	ellers in markets.			l.	l.	[]
omics	SS.Econ3: Wisc	onsin students w	vill analyze how a	an economy func	tions as a whole	(Macroeconomic	cs).	
0	SS.Econ3.a.m:	Analyze how infla	ation, deflation, a	and unemployme	nt affect different	groups.		
N		Differentiate hat	*		me a diuma of avab			
Ō	55.Econ3.b.m.	Differentiate betw	*	ns of money (i.e., I	medium of exch	lange, store of va	alue, unit of acco	unt).
Ш	SS.Econ3.c.m: I	Define Gross Do	mestic Product (GDP), and comp	are the GDP of o	different nations.		
			*					
				cisions and their impa				aduction
				or whom is it produce		arket, mixed) choos	se to anocate the pr	
		· · ·	*					
				stitutions such as banks agreements, and produc				es and laws that protect
			*			, ,	, ,	
	SS.Econ4.c.m: Ar	nalyze the impact	of different govern	ment policies (e.g.	, taxation and gove	ernment spending) on the economy.	
	SS Econ4 d m	Analyza potentia	*	ts and benefits (i	e externalities)	for a local or etc	te law or policy	
	55.EC0114.U.III. /		*		.e., externalities)			
	SS.Econ4.e.m: Sum	marize the role of s	pecialization on trade	e and cost of goods/s	services. Identify exa	mples of U.S. export	s and imports.	
			*					



Wisconsin Academic Standards Correlation - Social Studies - Economics Strand

Relevant Geography Standards for Grades 6-8

Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)					
							a, distance, and
SS.Geog1.b.m: Inte	rpret patterns in a va	* ariety of maps, charts *	s, and graphs to disp	lay geographic inforr	nation and explain re	lationships amongst	them.
				of the world and their	physical and culture	al features. Compare	mental maps
						yze the distributior	n of population
p		* ration of various type	es (e.g., age, sex, eth	nnicity, race) in the co	ommunity, state, cou	ntry, and world.	
SS.Geog2.c.m: U	• se regions in the v place of origin and	* world to analyze th	e role of populatio				mpact of
SS.Geog2.d.m: the world.	•	mpact of rural de	cline and the gro	owth of cities on a	a place. Analyze	patterns of urbar	ization around
SS.Geog3.a.m:	Analyze the rela	tionship between	the distribution				thin states,
SS.Geog3.b.m:	Analyze spatial p	* patterns of social	and economic d	levelopment in a	variety of regions	s in the world. Id	entify how
SS.Geog4.a.m: Exp	lain how place-base	d identities can chan	ge places over time.	Investigate how place	ce-based identity res		
direct sources.	•	*			·		ources, versus on
SS.Geog5.a.m: Ana	lyze how technology	interacts with the er	nvironment and how	increased use of tecl	hnology affects the b	urden and use of na	
SS.Geog5.b.m: An	alyze how distributi	on of natural resour	rces such as fisheri	es and crops create	s systems of comm	erce between grou	os. Analyze how
	Sources (WHM) SS.Geog1: Wise SS.Geog1.a.m: Use direction SS.Geog1.b.m: Inter SS.Geog1.c.m: Corr shaped by individual SS.Geog2: Wise SS.Geog2.a.m: Anar SS.Geog2.c.m: U migration on the p SS.Geog2.c.m: U migration on the p SS.Geog2.c.m: U migration on the p SS.Geog3.c.m: the world. SS.Geog3.a.m: countries, and re SS.Geog3.b.m: people, products SS.Geog4.a.m: Exp and can sometimes direct sources. SS.Geog5: Wise SS.Geog5. Wise	Sources (WHM) (WHM) SS.Geog1: Wisconsin students SS.Geog1.a.m: Use paper and digital m direction SS.Geog1.b.m: Interpret patterns in a va SS.Geog1.c.m: Construct a mental map shaped by individual perceptions of peop SS.Geog2: Wisconsin students SS.Geog2.a.m: Analyze why popular patterns at various scales. SS.Geog2.b.m: Analyze patterns of mig SS.Geog2.c.m: Use regions in the w migration on the place of origin and SS.Geog2.d.m: Investigate the in the world. SS.Geog3: Wisconsin students SS.Geog3.a.m: Analyze the rela countries, and regions of the wo SS.Geog3.b.m: Analyze spatial p people, products, and ideas mov SS.Geog4: Wisconsin students SS.Geog4: Wisconsin students SS.Geog5: Misconsin students SS.Geog5: Wisconsin students SS.Geog5: Wisconsin students SS.Geog5: Wisconsin students SS.Geog5: Wisconsin students SS.Geog5: Wisconsin students	Check Your Sources (WHM) Digging Deeper (WHM) Workshop* (WHM) SS.Geog1: Wisconsin students will use geograph SS.Geog1.a.m: Use paper and digital maps to ask and answ direction * SS.Geog1.b.m: Interpret patterns in a variety of maps, charts * SS.Geog1.c.m: Construct a mental map of regions and locat shaped by individual perceptions of people, places, regions, * SS.Geog2: Wisconsin students will analyze huma SS.Geog2.a.m: Analyze why populations increase or patterns at various scales. * SS.Geog2.c.m: Use regions in the world to analyze th migration on the place of origin and the place of settle & * SS.Geog2.d.m: Investigate the impact of rural det the world. * SS.Geog3.a.m: Analyze the relationship between countries, and regions of the world now and in th SS.Geog3.b.m: Analyze spatial patterns of social people, products, and ideas move between place & SS.Geog3.b.m: Analyze spatial patterns of social people, products, and ideas move between place & SS.Geog3.b.m: Analyze spatial patterns of social people, products, and ideas move between place & SS.Geog4: Wisconsin students will evaluate the SS.Geog4.a.m: Explain how place-based identities can chan and can sometimes result in stereotypes of people from a sp direct sources.	Check Your Sources (WHM) Digging Deeper (WHM) Workshop* (WHM) SS.Geog1.em: Use paper and digital maps to ask and answer geographic quest direction * SS.Geog1.em: Use paper and digital maps to ask and answer geographic quest direction * SS.Geog1.em: Interpret patterns in a variety of maps, charts, and graphs to disp shaped by individual perceptions of people, places, regions, and environments. SS.Geog2.em: Construct a mental map of regions and locate the major regions is shaped by individual perceptions of people, places, regions, and environments. SS.Geog2.am: Analyze why populations increase or decrease in variou patterns at various scales. * SS.Geog2.b.m: Analyze patterns of migration of various types (e.g., age, sex, ettrest SS.Geog2.c.m: Use regions in the world to analyze the role of population migration on the place of origin and the place of settlement. SS.Geog3.d.m: Investigate the impact of rural decline and the graph the world. * SS.Geog3.a.m: Analyze the relationship between the distribution countries, and regions of the world now and in the past. * SS.Geog3.b.m: Analyze spatial patterns of social and economic of people, products, and ideas move between places. * SS.Geog4.a.m: Explain how place-based identities can change places over time. and can sometimes result in stereotypes of people from a specific place. Describ direct sources. SS.Geog5: Wisconsin students will evaluate the relationship betw SS.Geog5: a.m: Analyze how techology in	Check Your Digging Deeper (WHM) Workshop* (WHM) SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to a SS.Geog1.a.m: Use paper and digital maps to ask and answer geographic questions. Analyze how va direction SS.Geog1.b.m: Interpret patterns in a variety of maps, charts, and graphs to display geographic inforr SS.Geog1.c.m: Construct a mental map of regions and locate the major regions of the world and their shaped by individual perceptions of people, places, regions, and environments. SS.Geog2: Wisconsin students will analyze human movement and population patt SS.Geog2.a.m: Analyze why populations increase or decrease in various regions througho patterns at various scales. SS.Geog2.b.m: Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the con- migration on the place of origin and the place of settlement. SS.Geog2.d.m: Investigate the impact of rural decline and the growth of cities on a the world. * SS.Geog3.m: Analyze patterns of the world now and in the past. * SS.Geog3.a.m: Analyze the relationship between the distribution of resources and countries, and regions of the world now and in the past. * SS.Geog3.b.m: Analyze spatial patterns of social and economic development in a people, products, and ideas move between places. * SS.Geog4.a.m: Explain how place-based identities can change places over time. Investigate how plac and can sometimes result in stereotypes of people from a specific place. Describe students' percepti	Check Your Digging Deeper (WHM) Workshop* (WHM) SS.Geog1. Wisconsin students will use geographic tools and ways of thinking to analyze the world SS.Geog1.a.m: Use paper and digital maps to ask and answer geographic questions. Analyze how various map projector direction SS.Geog1.b.m: Interpret patterns in a variety of maps, charts, and graphs to display geographic information and explain re shaped by individual perceptions of people, places, regions, and environments. SS.Geog2. Wisconsin students will analyze human movement and population patterns. SS.Geog2. a.m: Analyze why populations increase or decrease in various regions throughout the world. Anal patterns at various scales. SS.Geog2.c.m: Use regions in the world to analyze the role of population shifts in why places change over timigration on the place of origin and the place of settlement. SS.Geog3.d.m: Analyze the impact of rural decline and the growth of cities on a place. Analyze the world. SS.Geog3.d.m: Analyze the relationship between the distribution of resources and patterns of hum countries, and regions of the world now and in the past. SS.Geog3.d.m: Analyze the relationship between the distribution of resources and patterns of hum countries, and regions of the world now and in the past. SS.Geog3.b.m: Analyze spatial patterns of social and economic development in a variety of regions people, products, and ideas move between places. SS.Geog3.b.m: Analyze spatial patterns of social and economic development in a variety of regions people, products, and relationship between humans and the environment sof eaog3.b.m: Analyze box will evaluate the relationship	Check Your Sources (WHM) Digging Deeper (WHM) Workshop* (WHM) SS.Geog1. Misconsin students will use geographic tools and ways of thinking to analyze the world. SS.Geog1.a.m: Use paper and digital maps to ask and answer geographic questions. Analyze how various map projections distort shape, area direction SS.Geog1.b.m: Interpret patterns in a variety of maps, charts, and graphs to display geographic information and explain relationships amongst shaped by individual perceptions of people, places, regions, and environments. SS.Geog2. Wisconsin students will analyze human movement and population patterns. SS.Geog2.a.m: Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution patterns at various scales. SS.Geog2.b.m: Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world. SS.Geog2.c.m: Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the i migration on the place of origin and the place of settlement. SS.Geog2.d.m: Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of rural the world. SS.Geog3.a.m: Analyze the relationship between the distribution of resources and patterns of human settlement will countries, and regions of the world now and in the past. SS.Geog3.a.m: Analyze the relationship between the distribution of resources and patterns of human settlement will countries, and ideas move between places. SS.Geog3.b.m: Analyze spatial patterns of social and economic



Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)						
SS.Hist1: Use his	torical evidence fo	r determining cau	se and effect.					
SS. Hist1.a.m: Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, even								
cultures.	-			•	•	•	•	
•	•	~						
55. HISTI.D.M: US	se multiple perspec	tives to analyze a	and explain effects	of issues or event	s within and acros	s time periods, eve	ents, or culture	
•	•	*						
SS.Hist2: Wiscon	sin students will ar	nalyze, recognize,	, and evaluate patt	erns of continuity	and change over ti	me and contextua	lization of	
historical events.					v			
SS.Hist2.a.m: Ex	plain patterns of co	ntinuity over time	in the community.	the state, the Unit	ted States, and the	e world.		
	•	*	,					
SS Hist2 b m ⁻ Ex	plain patterns of ch	ange over time in	the community th	e state the United	d States, and the w	vorld		
	•	*						
						•		
SS.Hist2.c.m: Ana	alyze how the histo	prical context influe	enced the process	or nature of the c	ontinuity or change	e that took place.		
•	•	*						
•	• sin students will co	*					nclusions; and	
•	• sin students will co	*					nclusions; and	
•	• sin students will co	* onnect past events	s, people, and idea	as to the present; u	use different persp		nclusions; and	
SS.Hist3: Wiscon suggest current ir SS.Hist3.a.m: Co	 sin students will complications. 	* onnect past events	s, people, and idea	as to the present; u	use different persp		nclusions; and	
SS.Hist3: Wiscon suggest current ir SS.Hist3.a.m: Co	 sin students will complications. 	* onnect past events United States or *	s, people, and idea world history to a	as to the present; u current issue or ev	use different persp rent.		nclusions; and	
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Relevant History Standards for Grades 6-8



Relevant Inquiry Standards for Grades 6-8

	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)								
	SS.Inq1: Wiscons	sin students will co	nstruct meaningfu	l questions that ini	tiate an inquiry.						
	SS.Inq1.a.m: Formulate open-ended questions for further research within one of the social studies disciplines.										
	•	•	•								
	SS.Inq1.b.m: Identify additional questions that support the research and possible resources to guide the inquiry.										
	•	•	•								
	SS.Inq2: Wiscons	sin students will ga	ther and evaluate	sources.							
			ultiple reliable sour	ces representing a	range of perspectiv	es and media that h	have been selected	through research			
	to guide the inquiry •	∕. ●	•								
	SS.Ing2.b.m: Dete	rmine credibility and	applicability of a s	ource by considerin	g a variety of factor	s through the lens o	of a social studies s	trand.			
	•	•	•								
	SS.Inq.3: Wisconsin students will develop claims using evidence to support reasoning.										
	SS.Inq3.a.m: Dev	SS.Inq3.a.m: Develop a debatable and defensible claim based upon the analysis of sources.									
					4	ef mendie (ale atmosi					
DC	media).	ort a claim with evid	sence from multiple	reliable sources re	presenting a range	of media (electronic	c, digital, print, and o	other mass			
	•		٠								
	SS.Inq3.c.m: Ana	lyze the extent to v	which evidence su	pports or does not	support a claim, a	and if it does not, a	djust claim approp	oriately.			
	•	•	•								
	SS.Inq4: Wiscons	sin students will co	mmunicate and cr	itique conclusions							
	SS.Inq4.a.m Comm	nunicate conclusion	s using a variety of	media (i.e. video o	r online, documenta	ries, exhibits, resea	arch papers, or web	pages).			
	•	•	•								
	SS.Inq4.b.m: Ana	lyze and evaluate	the logic, relevand	ce, and accuracy o	f others' claims, ta	king into consider	ation potential blas	5.			
	SS Ing 5: Wiscon	sin students will be		· · · · · · · · · · · · · · · · · · ·			<u> </u>	<u> </u>			
	-				gagement with cor	nmunity school o	tate tribal nations	and/or global			
	implications.	ore opportunities			gagement with cor	innunity, school, s	ale, indai, nationa	ai, anu/or giobai			
			*								

Wisconsin Academic Standards Correlation - Social Studies - Inquiry Strand

Relevant Political Science Standards for Grades 6-8									
Check Your Sources (WHM) Digging Deeper (WHM) Workshop* (WHM)									
SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.									
SS.PS1.a.m: Investigate the components of responsible citizenship. Summarize the importance of rule of law.									
SS.PS1.b.m: Hypothesize and defend why a historically significant person's contribution to the development of the political culture of t important. Investigate how principles expressed in the Declaration of Independence and Constitution have been applied throughout US may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean.									
SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	an of vields over time								
SS.PS2.a.m:Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evoluti including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action n equal rights to groups and individuals.									
SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizens	hip								
SS.PS2.c.m: Compare and contrast the political, social, and economic status of marginalized groups both historically and in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, Lo access to greater rights.									
SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions .									
SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions . SS.PS3.a.m: Assess voter participation in elections. Explain their role in government at the local, state, tribal, and feder SS.PS3.b.m: Analyze the role of various types of media in elections and functions of government. Analyze how elections and political connect the people to government. Summarize how civic institutions influence society and politics.	ral levels.								
SS.PS3.b.m: Analyze the role of various types of media in elections and functions of government. Analyze how elections and political connect the people to government. Summarize how civic institutions influence society and politics.	parties in the United States								
SS.PS3.c.m: Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and feder	ral levels.								
SS.PS3.d.m: Analyze how governments address and solve problems through the public policy process.									
SS.PS4: Wisconsin students will develop and employ skills for civic literacy.									
SS.PS4. wisconsin students will develop and employ skills for civic ineracy. SS.PS4.a.m: Assemble an argument utilizing multiple sources of information.									
SS.PS4.b.m: Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and inst	itutions).								

HISTORY

Wisconsin Academic Standards Correlation - Social Studies - Political Science Strand

Relevant Behavioral Science Standards for Grades 9-12 NHD **Check Your Digging Deeper** Workshop* Sources (WHM) (WHM) (WHM) SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology). SS.BH1.a.h:Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society. SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias. 0 Ü Č SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups 9 (Sociology). U SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, S environment). ٠ ٠ ehaviora SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment. • SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and m contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. ٠

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

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

*Standards vary by student topic selection

Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand



Relevant Economic Standards for Grades 9-12

	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)										
		nsin students use											
	SS.Econ1.a.h: Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular												
	decision.		*										
	SS Econ1 h h: Ev	aluato how inconti	vos dotormino wh	at is produced and	distributed in a co	mpotitivo markot (ovetom						
	55.ECUIT.D.II. EV		*	at is produced and		Inpentive market a	System.						
	SS.Econ2: Wiscons		ze how decisions ar	e made and interacti	ions occur among inc	dividuals, households	s. and firms/business	ies.					
					or, and financial mar								
					duction (factor marke		.,,						
		, u	*		, ,	,							
					t on equilibrium price			contrast various					
	degrees of competit	ion in markets and h	ow the extent of com	petition in various m	arkets can affect pri	ce, quantity, and vari	ety.						
			*										
		ulate the costs of pro	duction and explain	their role in firm deci	sion making. Differe	ntiate between and c	alculate revenue and	l profit for a given					
	firm.		*										
S	SS Econ2: Wicco	nain atudanta will a			a a whole (Meered								
U	SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics). SS.Econ3.a.h: Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income,												
omi					it ages, races, and gei								
	future state of the eco				agoo, racco, ana go								
5		-	*										
ž	SS.Econ3.b.h: Ev	aluate the structur	e and functions of	money in the Unit	ed States, includir	ig the role of intere	est rates.						
							te heture en neel en d						
0					ferent parts of an eco on/prosperity, peak, o			nominal GDP.					
C	Compare and contra	asi the parts of a bus		onomy (i.e., expansio	on/prospenty, peak, t	contraction of recess	ion, irougn).						
ш	SS.Econ4: Wiscons	in students will evalu	late government dec	isions and their impa	act on individuals, bu	sinesses, markets, a	nd resources (Role of	of Government).					
					ic systems and analyz								
					e distribution of wealth								
	•	•	*										
					alyze the impact of ir		benefits, living stand	lards, and a local					
	community's econor	ny. Assess how prop	perty rights are define	ed, protected, enforc	ed, and limited by go	overnment.							
		•	*										
		uate types of taxes a	nd earned benefits v	vith eligibility criteria.	Justify the selection	of fiscal and moneta	ry policies in expand	ling or contracting					
	the economy.		*										
					s to improve market out ality and working conditi			ctiveness of how					
	people, government po		*	address income mequ	anty and working conditi	ons now and in the past	•						
	SS Econ4 e.b. Draw	conclusions of the c	offect of specialization	n and trade on produ	uction and consumpt	ion of goods and ser	vices upon individua	ls husinesses and					
		ne role of comparativ											
	contraction rulary 20 th		*										



Relevant Geography Standards for Grades 9-12

	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)							
	SS.Geog1: Wise	consin students v	will use geograph	nic tools and way	s of thinking to a	nalyze the world.				
	SS.Geog1.a.h: Use printed and digital maps to ask and answer geographic questionsand evaluate the appropriateness of geographic data and representations to									
	understand real-wor	ld problems. Explain	how current geospa	tial technologies are	used for personal, b	usiness, and govern	ment purposes.			
			*							
	SS.Geog1.b.n:Ir	iterpret maps an	a images to ana	lyze geographic	problems and ch	anges over time.				
	SS Geog1 c.h. Com	pare and contrast a	mental map before a	and after an event to	see if perception res	haped their perspect	ives. Explain how us	ing a virtual or		
				a more complete an				ing a virtual of		
			*							
				an movement an						
				ing how governme			e population comp	positions (e.g.,		
	age, gender, ethn	icity) and the diffe	rent implications e	ach has on countr	ies or regions thro	ughout the world.				
	SS Coog2 h h: Ey	aluata tha impact	of major internatio	nal migrations, bo	th past and proper	t on physical and	human avetama			
	SS.Geogz.b.n. Ev			nai migrations, bo	in pasi and preser	it, on physical and	numan systems.			
\sim	SS.Geog2.c.h: Anal	yze the social impac	t of movement of pe	ople to different locat	tions in a variety of ti	me periods and loca	tions throughout the	world.		
	•	•	*							
				uality as a result		and develop vario	ous solutions to a	address these		
raphy	inequalities. Ana	alyze the impact of	of rural decline a	nd urbanization of	on a place.					
g	SS Good S: Wise	consin students v	will examine the i	impacts of global	interconnections	s and relationship	ne			
Ő				xt, how the prospect				mpetition among		
6 6				ffers between develo				inpetition among		
Ŭ	•	•	*							
U				al economy to its	present state and	d the role it plays	in the economic	development		
	of world regions	. Analyze the role	e of supranationa	al organizations.						
	SS Coog4: Mice	annoin atudanta y	vill oveluete the r	rolationabin botw	oon identity and	nlago				
				relationship betw time. Analyze how p			et to give a place mo	aning and		
				based identities can s						
				city, language, gende						
		•	*							
				relationship betw						
	•	•		entional spatial co	onsequences of h	numan actions or	n the environmer	nt at the local,		
	state, tribal, regi	onal, country, an	d world levels.							
	SS Geog5 h h [.] F	lypothesize how	changes in hum	an behavior (e.g	organic agricul	ture Genetically	Modified Organi	sms		
				cts on a global so		caro, conocioally	initialities organi	00,		
	coolounoni, can	roodit in ondrige	*	sto on a global se						



NEICY	ant mistory	Standards	I UI UI aues	9-12							
	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)								
	SS.Hist1: Use his	torical evidence fo	r determining cau	se and effect.							
		ate multiple events f			and secondary sour	ces and analyze inte	nded and unintender	d causes from both			
		perspectives. Evalu									
	•	•	*								
	SS. Hist1.b.h: Evalu	ate multiple events f	rom different perspe	ctives using primary	and secondary sour	ces and analyze inte	nded and unintende	d effects from both			
		n perspectives. Evalu									
	•	•	*								
	SS.Hist2: Wiscon	sin students will ar	nalyze, recognize,	and evaluate patt	erns of continuity a	and change over til	me and contextua	lization of			
	historical events.		, , , , , , , , , , , , , , , , , , ,	•	, i i i i i i i i i i i i i i i i i i i	Ŭ					
	SS.Hist2.a.h: Evalua	ate a variety of prima	rv and secondarv so	ources to apply know	ledge of maior eras.	enduring themes, tu	rning points, and his	torical influences to			
		s of continuity in the c				J	51				
		•	*								
	SS.Hist2.b.h: Evalua	ate a variety of prima	ry and secondary so	ources to apply know	ledge of major eras,	enduring themes, tu	rning points, and his	torical influences to			
		s of change in the cor				0 /	01 /				
		Ŭ.	*								
	SS.Hist2.c.h: Eva	luate how the histo	prical context influe	enced the process	or nature of the co	ontinuity or change	e that took place.				
	•	•	*								
listor		SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.									
S	SS.Hist3.a.h: Ana	lyze significant his	torical periods an	d their relationship	to present issues	and events.					
	•		*								
T	SS Hist3 b h ⁻ Eva	luate historical per	spectives to creat	e arguments with	evidence concerni	na current events					
			*								
								<u> </u>			
	SS.Hist3.c.h: Eva	luate and justify pr	edictions of poten	itial outcomes of cl	urrent events base	d on the past.		r			
			<u>^</u>								
		sin students will ev uthor's point of vie			ondary sources to	nterpret the histori	ical context, intend	ded audience,			
	SS.Hist4.a.h: Ana	lyze how the histo	rical context (situa	ation) influences a	primary or second	ary source.					
	•	•	*								
	SS.Hist4.b.h: Ana	lyze how the inten	ded audience influ	uences a primary o	or secondary sourc	e.					
	•		*								
	SS.Hist4.c.h: Ana	lyze the intended p	ourpose of a spec	ific primary or seco	ondary source.						
	•	•	*								
	SS.Hist4.d.h: Analyz	ze how the POV of th	e author can influer	nce the content and in	ntent of a primary or	secondary source ar	nd identify whose voi	ces may be left out.			
						,	, , , , , , , , , , , , , , , , , , , ,				
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Palavant History Standards for Grades 0 12



Relevant Inquiry Standards for Grades 9-12

	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)								
	SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.										
	SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.										
	•		•								
	SS.Inq1.b.h: Constr	uct questions that su	pport the research a	nd identify the sourc	es that will be used i	n the student-develo	ped research propos	al.			
	SS Ing2: Wiscons	in students will ga	• ther and evaluate	SOURCES							
	SS.Inq2.a.h: Explore		d through personal i	esearch through a v	ariety of disciplinary	lenses and multiple p	perspectives with a v	ariety of sources			
		a secolaria facto a la comp	•	ala an alla cha lla anna bara a		a suther sector to a	- Para and a second				
		e and weigh relevant , and usefulness of a		gh a disciplinary lens	to determine how th	e author, context, au	dience, and purpose	affect the			
	•	•	•								
	SS.Inq.3: Wisconsin students will develop claims using evidence to support reasoning.										
.=	SS.Inq3.a.h: Deve	elop a defensible c	laim to provide for	cus for an inquiry t	hat is based upon	the analysis of sou	urces.				
	•	٠	•								
σ	SS.Inq3.b.h: Suppor			om multiple perspect	ives and media (elec	tronic, digital, print, a	and other mass medi	a).			
	•	•	•								
	SS.Inq3.c.h: Analy		ch evidence suppor	ts or does not supp	ort a claim, and if it	does not, modify th	e claim appropriate	ly.			
	•	•	•								
				itique conclusions							
		the information in di		sideration that audie	nces from diverse ba	ackgrounds (e.g., ger	nder, class, proximity	to the event or			
			•								
	SS.Inq4.b.h: Examir	ne a claim's strength	s and weaknesses, i	ncluding an evaluation	on of supporting evid	ence, taking into cor	sideration cultural, s	ocial, economic,			
	political, geographic	, and historic influen	ces that inform these	e perspectives.							
		•	•								
		sin students will be									
				owledge and meth onal, and/or globa		sciences, for perso	onal or collaborativ	e civic			
			*								



Wisconsin Academic Standards Correlation - Social Studies - Inquiry Strand

Relevar	nt Political S	Science Star	ndards for (Grades 9-12	·					
	Check Your Sources (WHM)	Digging Deeper (WHM)	NHD Workshop* (WHM)							
		n students will ident								
	SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.									
			*							
	United States govern limit the government,	te the work and action ment that are embedo protect individual righ nnce of rights in the W	ded in founding era do nts, support the princip	ocuments. Analyze lan ble of majority rule wh	dmark Supreme Cour ile protecting the right	t decisions regarding	how the Constitution a	and the Bill of Rights		
	SS PS2: Wiscons	in students will ex	amine and internr	at rights privileges	and responsibiliti	es in society				
ce	SS.PS2.a.h: Critique promoting the gener	e the struggle for suf ral welfare and secur development of civil	frage and citizenship ity of the country, as	since the founding well as between ma	period. Analyze the c	constitutional tension				
Č		•	*		· ···					
cienc		ess the difference i election process (i								
I Sc	methods of groups	e how the U.S. Supro who have advocated v human rights have	for access to greate	r rights. Analyze the						
a	SS PS3. Wiscons	sin students will an	alvze and evaluat	a the nowers and r	processes of politic	cal and civic institu	tions			
olitica	SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions . SS.PS3.a.h: Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels.									
			*							
Pol		e the role of various ty ction process, includir etal change.								
		e the structure and fur tional, global, and sup						institutions at the		
			*							
	SS.PS3.d.h: Eval	uate the effectiven	ess of public polic	y actions and proc	esses.					
	SS PS4: Wiscons	sin students will de	velop and employ	skills for civic liter	acv					
		ite arguments by re								
	•	•	*							
	SS.PS4.b.h: Anal	yze the effects of a	a political compror	nise with major his	torical impact.					

