

Wisconsin Standards for Social Studies and Environmental Literacy and Sustainability connections to Act 31

The writing teams for both *Wisconsin Standards for Social Studies* and *Environmental Literacy and Sustainability* were very conscious of the importance of using diversity and equity as a lens for all strands of these subject areas. There were many conversations throughout the process across the teams of the inclusion of tribal government, sovereignty, culture, and history.

Wisconsin’s Standards for Environmental Literacy and Sustainability examine both natural and cultural systems related to the environment and sustainability. The writing team deliberately integrated the examination of multiple perspectives, including cultural perspectives, throughout the standards.

Specific standards tied to equity and diversity:

STANDARD 1: Students develop and connect with their sense of place and well-being through observation, exploration, and questioning.

C1.A. Perspective	ELS.C1.A.e	ELS.C1.A.i	ELS.C1.A.m	ELS.C1.A.h
	Identify personal understandings, views, and beliefs, about how natural and cultural systems work within their community.	Explain how one’s understanding of how the world works is developed from experience, and identify personal experiences that have shaped one’s own <i>mental models</i> .	Integrate new <i>perspectives</i> into a <i>mental model</i> , and explain how new ways of thinking can lead to changing attitudes and behaviors.	Evaluate personal <i>mental models</i> of well-being, equity, social and environmental welfare, economic health, and concern for living beings.

STANDARD 2: Students evaluate relationships and structures of natural and cultural systems and analyze their interdependence.

EX2.C: Cultural Systems Emphasis	ELS.EX2.C.e	ELS.EX2.C.i	ELS.EX2.C.m	ELS.EX2.C.h
	Identify ways in which people are dependent on natural resources and how access to resources can lead to conflict and cooperation. Identify rulemakers and why rules are made related to the environment.	Investigate how Wisconsin’s natural systems have shaped the state’s cultural systems. Investigate how access to renewable and nonrenewable natural resources necessary for survival influences human	Analyze the impact of security, resource scarcity, cooperation, competition, and conflict on natural and cultural systems at the local, state, tribal, and national levels.	Assess the roles of individuals, government, and special interest groups in setting policies at the local, state, tribal, national, and international level; analyze the cultural and environmental dimensions of the policy; and

		<p>interactions between and within geographic regions.</p> <p>Identify the basic role of the legislative, executive, and judicial branches of government in regard to the environment and sustainability.</p>	<p>Compare and contrast the roles of government at local, state, tribal, national, and international levels in setting and enforcing environmental policies, and encouraging sustainability.</p>	<p>propose a strategy to address concerns related to the policy.</p> <p>Design a solution for a natural resource scarcity issue using available resources in a different way or developing a new resource, and analyze intended and unintended consequences on sustainability in natural and cultural systems.</p>
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STANDARD 3: Students assess how diversity influences health and resilience of natural and cultural systems.

<p>EX3.A: Multiple Perspectives</p>	<p>ELS.EX3.A.e</p> <p>Recognize different perspectives about the environment and identify ways these perspectives could lead to collaboration or conflict.</p> <p>Review information from multiple perspectives and ask questions about books, photos, artifacts, websites, and other sources used to learn about natural and cultural systems.</p>	<p>ELS.EX3.A.i</p> <p>Compare and contrast the perspectives of people from various cultures who have had an impact on the environment and sustainability.</p> <p>Examine the accuracy, reliability, and biases of sources used to learn about environmental and sustainability-related topics.</p>	<p>ELS.EX3.A.m</p> <p>Evaluate sustainability issues from multiple perspectives, including unstated, absent, or under-represented perspectives, and assess how perspectives impact outcomes of the issue.</p> <p>Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias and consider how sources influence perspectives and outcomes on environmental issues.</p> <p>Understand the role of cultural and science-based evidence in evaluating sustainability.</p>	<p>ELS.EX3.A.h</p> <p>Compare parallel historical and contemporary sustainability issues and articulate the perspectives, including unstated, absent, under-represented groups and future generations, critique the balance of stakeholder interests in the outcome, and propose alternative solutions.</p> <p>Analyze and weigh relevance of sources through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>
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<p>EX3.C: Cultural Systems Emphasis</p>	<p>ELS.EX3.C.e</p> <p>Discover differences in environments and cultural traditions and practices.</p> <p>Explain the concept of shared natural resources, and identify ways people can work together to maintain health of a common area.</p> <p>Identify and explain the difference between fair and equal.</p>	<p>ELS.EX3.C.i</p> <p>Describe how cultures relate to their environments.</p> <p>Examine different perspectives on shared natural resources, and identify ways to measure health.</p> <p>Describe the importance of creating equitable policies, rules, and laws.</p> <p>Discuss the idea of right and wrong and examine impacts of individual actions.</p>	<p>ELS.EX3.C.m</p> <p>Analyze how one's cultural identity influences perspectives about shared natural resources and their role in maintaining the health and resilience of those resources.</p> <p>Analyze the environmental, social, and economic aspects of community health and sustainability.</p> <p>Analyze cases where historically marginalized groups have been impacted by environmental decisions.</p> <p>Examine ethics of societal actions and their effect on others.</p>	<p>ELS.EX3.C.h</p> <p>Evaluate, from a variety of cultural perspectives, the concept of shared natural resources and what is needed to maintain its health and accessibility for all.</p> <p>Evaluate how groups have addressed issues of equity in environmental health and sustainability.</p> <p>Analyze the use and distribution of resources worldwide and the impact on populations, including historically marginalized populations.</p> <p>Analyze, compare, and critique the ethics of societal actions and impacts of ethnocentrism.</p>
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STANDARD 5: Students investigate and analyze how change and adaptation impact natural and cultural systems.

<p>EX5.A: Decision Making</p>	<p>ELS.EX5.A.e</p> <p>Examine ways one's own beliefs, views, and understanding, influence decision-making and actions.</p> <p>Explain the impact of one's decisions on others.</p>	<p>ELS.EX5.A.i</p> <p>Explain how one's cultural identity and views can influence decision-making and sustainability in natural and cultural systems.</p>	<p>ELS.EX5.A.m</p> <p>Compare and contrast various cultural systems' viewpoints, actions, decisions, and behaviors related to sustainability.</p> <p>Analyze a sustainability issue by examining</p>	<p>ELS.EX5.A.h</p> <p>Argue a perspective regarding a sustainability issue by examining individual and group actions, critiquing the decision-making processes, describing shared and</p>
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	Identify how individuals and groups make choices that individually and collectively impact natural and cultural systems.	Identify parts, relationships, and perspectives present in a local issue, and examine the impact of individual and group choices on natural and cultural systems.	individual and group actions, critiquing the decision-making processes, and assessing the impact on natural and cultural systems. Understand the role of cultural and science-based evidence in evaluating sustainability.	conflicting values and principles, and assessing the impact on natural and cultural systems.
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EX5.C: Cultural Systems Emphasis	<p>ELS.EX5.C.e</p> <p>Compare historical and contemporary natural resource use and practices.</p> <p>Identify how humans change the environment.</p>	<p>ELS.EX5.C.i</p> <p>Identify historical or contemporary cultural events that have shaped perspectives about a sustainability issue.</p> <p>Identify how humans have shaped and managed natural systems, cultural systems, and the impact of change on both systems.</p>	<p>ELS.EX5.C.m</p> <p>Examine how historical and contemporary factors shape a sustainability issue.</p> <p>Evaluate how historical and contemporary natural resource use, practices, and distribution has affected human geography and analyze the impact on natural systems.</p>	<p>ELS.EX5.C.h</p> <p>Analyze historical and contemporary strategies to solving sustainability issues to develop alternative approaches for addressing parallel issues in the future.</p> <p>Evaluate how natural resource use, practices, and technological advances impact natural and cultural systems.</p>
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STANDARD 6: Students analyze the dynamic balance between natural and cultural systems.

EN6.B: Rights & Responsibilities	<p>ELS.EN6.B.e</p> <p>Describe the characteristics of personal responsibility and explain how a person’s choices can impact and affect the local community as well as the environment.</p>	<p>ELS.EN6.B.i</p> <p>Analyze the role of civic and personal ideals in enhancing natural and cultural systems.</p> <p>Analyze the short- and long-term impact of personal choices on the environment and sustainable communities. Investigate how individual and societal rights and responsibilities relate to healthy environments and sustainable communities.</p>	<p>ELS.EN6.B.m</p> <p>Analyze how individual and civic dispositions and different perspectives on personal and collective responsibility, rights, and equity influence decision-making and impact natural and cultural systems.</p> <p>Investigate individual and societal rights to and responsibility for a healthy environment, equity, and a sustainable community and describe tensions that may arise when making decisions for the common good.</p> <p>Explain how the decisions of one generation create opportunities for and impose constraints on future generations.</p>	<p>ELS.EN6.B.h</p> <p>Evaluate and justify one’s own civic ideals by providing examples of personal rights and responsibilities related to one’s place.</p> <p>Analyze and evaluate impacts of personal and collective responsibility on the environment and community and develop solutions to conflicts that arise to minimize the impact on natural and cultural systems.</p> <p>Analyze environmental laws created for local and global environments.</p>
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STANDARD 7: Students engage in experiences to develop stewardship for the sustainability of natural and cultural systems.

EN7.A: Inquiry and Investigation	<p>ELS.EN7.A.e</p> <p>Explore ways people work together to create positive change and how their actions have made a difference.</p> <p>Discuss sustainability issues that need attention in a school or community and explore ways to address the issue.</p>	<p>ELS.EN7.A.i</p> <p>Describe and analyze ways that youth, acting as individuals or members of a group, create beneficial change, meet individual needs, and promote the common good.</p> <p>Investigate sustainability issues that need attention in a school or community,</p>	<p>ELS.EN7.A.m</p> <p>Explain the importance of civic responsibility and their duty to be advocates for change.</p> <p>Identify instances when citizen action and public opinion have influenced change, and evaluate the effect of citizen action on environmental quality and</p>	<p>ELS.EN7.A.h</p> <p>Research issues related to environmental sustainability, critiquing the economic, environmental, and societal aspects of the issue, and examine how citizen action and public opinion can influence outcomes.</p>
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		and brainstorm potential solutions, considering perspectives of multiple stakeholders.	sustainability for the common good. Examine sustainability issues that need attention in the school or community, identify perspectives of various stakeholders, and consider how different perspectives could contribute to solutions.	Evaluate the needs of a local community to identify potential projects related to environmental sustainability. Identify and describe perspectives of stakeholders in the issue.
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Wisconsin Standards for Social Studies (2018)

The writing team for the revised standards were very conscious of the importance of using diversity and equity as a lens for all strands of social studies. There were many conversations across the board of the inclusion of tribal government, sovereignty, and history.

Specific standards tied to equity and diversity:

Behavioral Science

1. Examine individual cognition, perception, behavior, and identity (Psychology).
2. Investigate interactions between individuals and groups (Sociology).
3. Assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

Geography

2. Analyze human movement and population patterns.
4. Evaluate the relationship between identity and place.
5. Evaluate the relationship between humans and the environment.

History

3. Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

Political Science

1. Identify and analyze democratic principles and ideals.
2. Examine and interpret rights, privileges, and responsibilities in society.
3. Analyze and evaluate the powers and purposes of political and civic institutions.

Specific performance indicators mentioning diversity, discrimination, equity, tribes, tribal government or tribal sovereignty in the revised standards:

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

<p>BH1.b: Personal identity and empathy</p>	<p>SS.BH1.b.2 Identify situations and places that impact a person's emotions. .</p>	<p>SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.</p>	<p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p>SS.BH1.b.h Examine the effects of discrimination on identity..</p> <p>Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p>
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Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

<p>BH2.a: Relationship of people and groups</p>	<p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p>	<p>SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p>	<p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior.</p> <p>Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>	<p>SS.BH2.a.h Investigate how language and culture can unify a group of people.</p> <p>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, environment).</p>
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<p>BH2.b: Cultural patterns</p>	<p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p>	<p>SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.</p>	<p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p>	<p>SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.</p>
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Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

<p>BH3.a: Social Interactions</p>	<p>SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).</p>	<p>SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.</p>	<p>SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>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 contemporary settings.</p> <p>Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>
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Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

<p>Econ3.a: Economic Indicators</p>	<p>SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).</p>	<p>SS.Econ3.a.4 Investigate how the cost of things changes over time.</p>	<p>SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.</p>	<p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices.</p> <p>Analyze why unemployment rates differ for people of different ages, races, and genders.</p> <p>Use economic indicators to analyze the current and future state of the economy.</p>
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Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

<p>Econ4.a: Economic Systems and Allocation of Resources</p>	<p>SS.Econ4.a.2 Hypothesize how a good gets to the local community market.</p>	<p>SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).</p>	<p>SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).</p>	<p>SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events.</p> <p>Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality.</p>
<p>Econ4.b: Institutions</p>	<p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p>Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p>	<p>SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society.</p> <p>Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).</p>	<p>SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p> <p>Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</p>	<p>SS.Econ4.b.h Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems/rule of law, corporations, minimum wage, regulations) have on our nation.</p> <p>Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards and a local community's economy.</p> <p>Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).</p>
	<p>SS.Econ4.d.1</p>	<p>SS.Econ4.d.5</p>	<p>SS.Econ4.d.m</p>	<p>SS.Econ4.d.h</p>

<p>Econ4.d: Impact of Government Interventions</p>	<p>Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).</p>	<p>Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.</p>	<p>Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p>	<p>Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.</p> <p>Analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past</p>
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Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

<p>Geog2.a: Population and Place</p>	<p>SS.Geog2.a.K-1 Analyze where and why people live in certain places.</p> <p>Classify the local community as rural, suburban, urban, or tribal.</p>	<p>SS.Geog2.a.3 Categorize the populations of people living in their state and country.</p> <p>Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).</p>	<p>SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world.</p> <p>Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p>	<p>SS.Geog2.a.h Evaluate population policies by analyzing how governments affect population change.</p> <p>Analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.</p>
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Geog2.b: Reasons People Move	SS.Geog2.b.2 Explain why people have moved to and away from their community.	SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.	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.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems
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Geog2.c: Impact of Movement	SS.Geog2.c.2 Describe population changes in their community over time.	SS.Geog2.c.5 Describe population changes in their state, and country over time.	SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.	SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.
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Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships

Geog3.a: Distribution of Resources	SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)	SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.	SS.Geog3.a.h Evaluate in both current and historical context how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.
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Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

<p>Geog4.a: Characteristics of Place</p>	<p>SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry).</p> <p>Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p>	<p>SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield).</p> <p>Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.</p> <p>Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p>	<p>SS.Geog4.a.m Explain how place-based identities can change places over time.</p> <p>Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.</p> <p>Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>	<p>SS.Geog4.a.h Evaluate the effect of culture on a place over time.</p> <p>Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture.</p> <p>Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity).</p> <p>Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.</p>
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Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

<p>Geog5.b: Interdependence</p>	<p>SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>	<p>SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).</p>	<p>SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>	<p>SS.Geog5.b.h Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.</p>
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			Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.	
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History



Historical Eras and Themes

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world.

When teaching Wisconsin, United States, and/or World History, the following are topics for exploration:

1. Historically marginalized groups (i.e., groups defined by race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income*);
2. Human and civil rights, including suffrage, the Universal Declaration of Human Rights, and current and historic genocide;
3. Movement of people, goods, and services, including immigration and trade;
4. The history of organized labor and the collective bargaining process [Wisc. Stat. sec. 115.28(55)];
5. The history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state [Wisc. Stat. sec.121.02(1)(L)4] (WI 1989 Act 31);
6. Stewardship, sustainability, and civic responsibility related to the environment and natural resources [Wis. Admin. Code sec. PI 8.01(2)(k)6.b];
7. Wisconsin and Federal Observance days, weeks, and months.

*From *Leading for Equity: Opportunities for State Education Chiefs*, Council of State School Officers, 2017

Some eras may overlap; this is due to the nature of that specific named era.

Note: our history standards do not have specific lists of people, dates, names, and events. This is entirely decided by local districts.

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

Hist1.a: Cause	SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.	SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.	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.
Hist1.b: Effect	SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.	SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

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

Hist3.b: Perspective	SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.	SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.	SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.	SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.
Hist3.c: Current Implications	SS.Hist3.c.e	SS.Hist3.c.i Explain how historical events have possible	SS.Hist3.c.m Hypothesize the direction of current	SS.Hist3.c.h

	Explain how something from the past can affect your life now.	implications on the present.	events and outcomes based on the past.	Evaluate and justify predictions of potential outcomes of current events based on the past.
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Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

PS1.a: Values & Principles of American Constitutional Democracy	SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country.	SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic).	SS.PS1.a.m Investigate the components of responsible citizenship.	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.
	Assess the importance of rules and laws at home, in school, and in the community.	Hypothesize why laws and constitutions exist.	Summarize the importance of rule of law.	Analyze sources of governmental authority.

PS1.b: Origins & Foundation of the Government of the United States	SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.	SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.	SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.	SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.
		Differentiate between freedom, justice, equality, rights, responsibilities, and	Investigate how principles expressed in the Declaration of Independence,	Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how

(cont.) PS1.b: Origins & Foundation of the Government of the United States		citizenship.	Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.	the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.
		Apply key elements of the Wisconsin Constitution to the local community.	Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.	Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

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

PS2.a: Civil Rights and Civil Liberties	SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community.	SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.	SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.	SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period.
	Classify basic rights that all humans have (i.e., life, liberty, safety).	Summarize the actions of people and groups that have advanced civil rights for individuals.	Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective	Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights: Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

		Identify and describe basic human liberties (i.e., thought, expression, privacy).	action movements work to extend equal rights to groups and individuals.	
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PS2.b: Fundamentals of Citizenship	SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.	SS.PS2.b.5 Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	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 citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).	SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).
	PS2.c: Asserting and Reaffirming of Human Rights	SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).	SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

				how human rights have been addressed in different countries.
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Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

PS3.a: Political Participation	SS.PS3.a.1 Describe and explain the effect an action has on members of a group.	SS.PS3.a.4-5 Investigate reasons why citizens participate in elections.	SS.PS3.a.m Assess voter participation in elections.	SS.PS3.a.h Create and evaluate solutions to increase voter participation.
	Express an opinion and vote on a topic in their lives.	Identify their role in government at the local, state, tribal, and federal levels.	Explain their role in government at the local, state, tribal, and federal levels.	Evaluate their role in government at the local, state, tribal, and federal levels.

PS3.c: Power in Government	SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).	SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels
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(cont.) PS3.c: Power in Government				distinguishing their roles, powers, and limitations.
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