

SCHistory Alignment /Wisconsin Social Studies Standards Grades 3 - 5

Learning Priority	Performance Indicator	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions											
Inq1.a: Develop questions based on a topic	SS.Inq1.a.i Develop a list of open- and closed-ended questions on a topic or issue.		X					X			X
Inq1.b: Plan an inquiry	SS.Inq1.b.i Develop a list of questions that support the research through discussion and investigation to guide inquiry.						X			X	
Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	SS.Inq2.a.i Gather a variety of resources into categories to guide the inquiry.	X								X	
Inq2.b: Evaluate sources	SS.Inq2.b.i Evaluate resources to determine which best support the inquiry and supporting questions.						X	X			
Inq3.a: Develop claims to answer an inquiry question	SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.								X		
Inq3.b: Cite evidence from multiple sources to support a claim	SS.Inq3.b.i Select appropriate evidence from sources to support a claim.						X			X	
Inq3.c: Elaborate how evidence supports a claim	SS.Inq3.c.i Assess how evidence supports a claim.				X	X			X		
Inq4.a: Communicate conclusions	SS.Inq4.a.i Communicate conclusions from a variety of teacherprovided presentation options.			X						X	
Inq4.b: Critique conclusions	SS.Inq4.b.i Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.			X							
Inq5.a: Civic engagement	SS.Inq5.a.i Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.							X			
Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity											
BH1.a: Individual cognition, perception, and behavior	SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.		X	X						X	
BH1.b: Personal identity and empathy	SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.										X
BH2.a: Relationship of people and groups	SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions										X
BH2.b: Cultural patterns	SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.									X	
BH3.a: Social interactions	SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.									X	
BH4.a: Progression of technology	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).				X	X	X				
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.											
Econ1.a: Choices and decision making	SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable)						X	X	X		

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Econ1.b: Incentives	SS.Econ1.b.4 Infer potential incentives in a real-world situation.					X	X	X			
Econ2.a: Consumers, producers, and markets	SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.					X					
Econ2.b: Supply, demand, and competition	SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.					X					
Econ2.c: Firm/business behavior and costs of production	SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.				X	X	X				
Econ3.a: Economic indicators	SS.Econ3.a.4 Investigate how the cost of things changes over time.								X		
Econ3.b: Money	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.										X
Econ 3.c: Economic fluctuations and business cycles	none										
Econ4.a: Economic systems and allocation of resources	SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).				X	X			X		
Econ4.b: Institutions	SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).							X			
Econ4.c: Role of government	SS.Econ4.c.5 Discuss reasons a government taxes people.							X			
Econ4.d: Impact of government interventions	SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.			X							
Econ4.e: Specialization, trade, and interdependence	SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America)										X
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.											
Geog1.a: Tools of geography	SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)		X		X		X		X		
Geog1.b: Spatial thinking (map interpretation)	SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	X				X					
Geog1.c: Mental mapping and maps from memory	SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.	X									
Geog2.a: Population and place	SS.Geog2.a.3 Categorize the populations of people living in their state and country. 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 or nation).	X									

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Geog2.b: Reasons people move	SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.			X			X		X		
Geog2.c: Impact of movement	SS.Geog2.c.5 Describe population changes in their state and country over time.			X			X				
Geog2d: Urbanization	SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.						X		X		
Geog3.a: Distribution of resources	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.						X				
Geog3.b: Networks	SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.								X		
Geog4.a: Characteristics of place	SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground)		X								X
Geog5.a: Human environment interaction	SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.				X		X				
Geog5.b: Interdependence	SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).		X		X	X	X		X		
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.											
Hist1.a: Cause	SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.						X	X			
Hist1.b: Effect	SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.						X		X		X
Hist2.a: Patterns stay the same over a period of time	SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.										
Hist2.b: Patterns change over a period of time	SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.				X	X					X
Hist2.c: Contextualization	SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.							X			X
Hist3.a: Connections	SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.							X	X		
Hist3.b: Perspective	SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.							X		X	
Hist3.c: Current implications	SS.Hist3.c.i Explain how historical events have possible implications on the present.							X			
Hist4.a: Historical context	SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.			X							

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Hist4.b: Intended audience	SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.			X						X	
Hist4.c: Purpose SS.Hist4.c.e C	SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.					X				X	X
Hist4.d: Point of view (POV)	SS.Hist4.d.i Describe the impact of the POV of the author on a primary or secondary source.									X	
Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.											
PS1.a: Values and principles of American constitutional democracy	SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.										
PS1.b: Origins and foundation of the government 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. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.										X
PS2.a: Civil rights and civil liberties	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. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).										
PS2.b: Fundamentals of citizenship	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).										X
PS2.c: Asserting and reaffirming of human rights	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.			X							
PS3.a: Political participation	SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.							X			
PS3.b: Linkage institutions	SS.PS3.b.3-4 Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).										
PS3.c: Power in government	Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.			X							
PS3.d: Public policy	SS.PS3.d.5 Provide examples of how different governments solve problems.							X			
PS4.a: Argumentation	SS.PS4.a.i Compile relevant information to form a political argument taking other points of view into account.										

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PS4.b: Compromise, diplomacy, and consensus building	SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.										