

This standards-correlation document demonstrates how Inquiry Journeys meets the Wisconsin Standards for Social Studies, 2018. Correlation page references are to lessons from the digital curriculum. Correlations are designed to give specific examples of how Inquiry Journeys addresses standards and performance expectations, but are not exhaustive.

Social Studies Inquiry Practices and Processes K-2

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

Wisconsin Learning Priorities and Performance Indicators

Inquiry Journeys Evidence

Inq1.a: Develop questions based on a topic

SS.Inq1.a.e Explain why or how a teacher- or text-provided question is important to a topic or issue.

“What We Can Accomplish Together” Lesson (“My Team and Self,” Module 5)
“How Differences Enrich a Community” Lesson (“Families Near and Far,” Module 4)
“Exploring Environmental Challenges” Lesson (“Our Changing Landscape,” Module 5)

Inq1.b: Plan an inquiry

SS.Inq1.b.e When provided with a question, determine what other questions are needed to support the research (i.e., “What more do we need to know?”).

“Generating Investigation Questions” Lessons (All Grade K-2 Inquiries, Module 1)
“Planning Interview Questions” and “Interviewing a School Helper” Lessons (“Navigating School,” Module 3)
“Generating Oral History Questions” and “Innovations of the Past Interview” Lesson (“Innovation,” Module 2)

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

Wisconsin Learning Priorities and Performance Indicators

Inquiry Journeys Evidence

Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry

SS.Inq2.a.e Brainstorm what resources would be valuable to guide the inquiry.

“Modifications Research” Lesson (“Our Changing Landscape,” Module 4)
“Innovator Investigation” and “Innovator Profile” Lesson (“Innovation,” Module 3)

Inq2.b: Evaluate sources	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	<p>“Different Skills Make a Team Stronger” Lesson (“My Team and Self,” Module 4)</p> <p>“Reading About Traditions” Lesson (“Families Near and Far,” Module 3)</p> <p>“Investigating the Textile Mills” Lesson (“Innovation,” Module 4)</p> <p>“The Transcontinental Railroad” Lesson (“Innovation,” Module 4)</p>
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Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Inq3.a: Develop claims to answer an inquiry question	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering.	<p>“Strategies for Solving Problems” Lesson (“Navigating School,” Module 5)</p> <p>“What It Means to Be a Leader” Lesson (“Civic Engagement,” Module 2)</p> <p>“Reflecting on Basic Needs” Lesson (“Our Changing Landscape,” Module 3)</p>
Inq3.b: Cite evidence from multiple sources to support a claim	SS.Inq3.b.e Determine which evidence in teacher-provided sources support a claim that answers a compelling question.	<p>“Different Skills Make a Team Stronger” Lesson (“My Team and Self,” Module 4)</p> <p>“Reading About Traditions” Lesson (“Families Near and Far,” Module 3)</p>
Inq3.c: Elaborate how evidence supports a claim	SS.Inq3.c.e Explain how evidence supports a claim for a class inquiry.	<p>“Passing on our Wisdom” Lesson (“Past, Present, and Future,” Module 5)</p> <p>“Reflecting on Making Fair and Informed Choices” Lesson (“Civic Engagement,” Module 3)</p>

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Inq4.a: Communicate conclusions	SS.Inq4.a.e Communicate conclusions.	<p>“Reflecting on Family Findings” Lesson (“Families Near and Far,” Module 5)</p> <p>“Representing Community in Symbols” Lesson (“Our Special Location,” Module 5)</p> <p>“Innovating to Address Community Problems” Lesson (“Innovation,” Module 5)</p>

Inq4.b: Critique conclusions	SS.Inq4.b.e Respond effectively to questions about their inquiry.	<p>“Special Strengths Partner Critique” Lesson (“My Team and Self,” Module 3)</p> <p>“Champion for Change” and “Small Group Critique” Lessons (“Civic Engagement,” Module 4)</p> <p>“Reflecting on Basic Needs” and “Survival Plan Partner Critique” Lessons (“Our Changing Landscape,” Module 3)</p>
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Standard SS.Inq5: Wisconsin students will be civically engaged.

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Inq5.a: Civic engagement	SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	<p>“Be an Upstander, Not a Bystander!” Lesson (“Civic Engagement,” Module 4)</p> <p>“Inspirational Kids Changing the World” Lesson (“Civic Engagement,” Module 4)</p> <p>“Case Study: Young People Making a Difference” Lesson (“Meeting Need and Wants,” Module 5)</p> <p>“Constructing the Inquiry Challenge Statement” (All Grade K-2 Inquiries, Module 5)</p> <p>Note: Additionally, Module 6 of every Grade K-2 Inquiry guides students to take Informed Action based on the Inquiry Challenge they issue.</p>

Behavioral Sciences K-2

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
BH1.a: Individual cognition, perception, and behavior	SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.	<p>“Hook Activity- Unique Individuals, Unique Families” Lesson (“Families Near and Far,” Module 1)</p> <p>“Reflecting on Environment and Daily Life” Lesson (“Our Special Location,” Module 3)</p>
BH1.b: Personal identity and empathy	SS.BH1.b.2 Identify situations and places that	“My Powerful Emotions” Lesson (“My Team and Self,” Module 4)

	impact a person's emotions.	
Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).		
Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
BH2.a: Relationship of people and groups	SS.BH2.a.K-1 Describe how groups of people are alike and different.	<p>"Seeing Strengths in Differences" Lesson ("My Team and Self," Module 3)</p> <p>"Different Skills Make a Team Stronger" Lesson ("My Team and Self," Module 5)</p> <p>"Similar and Different" Lesson ("Families Near and Far," Module 2)</p> <p>"Comparing and Contrasting Families" Lesson ("Families Near and Far," Module 2)</p>
BH2.b: Cultural patterns	SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.	"Responding to Differences" Lesson ("Families Near and Far," Module 5)
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).		
Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
BH3.a: Social interactions	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 birthdays?).	<p>"Celebrating Who I Am" Lesson ("My Team and Self," Module 2)</p> <p>"Holiday Traditions" Lesson ("Families Near and Far," Module 3)</p>
Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.		
Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
BH4.a: Progression of technology	SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.	"Innovation Changes Lives" Lesson ("Innovation," Module 2)

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Econ1.a: Choices and decision making	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.	<p>“Defining Family Needs and Wants” Lesson (“Families Near and Far,” Module 4)</p> <p>“Exploring Needs and Wants” Lesson (“Meeting Needs and Wants, Module 2)</p> <p>“Meeting our Community’s Needs or Wants” Lesson (“Meeting Needs and Wants,” Module 4)</p>
Econ1.b: Incentives	SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.	“Wisdom to Prepare for the Future” Lesson (“Past, Present, and Future,” Module 5)

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Econ2.a: Consumers, producers, and markets	SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).	“Exploring Goods, Services, Producers, and Consumers” Lesson (“Meeting Needs and Wants,” Module 4)
Econ2.b: Supply, demand, and competition	SS.Econ2.b.2 Define product market and categorize prices of products in a local market.	<p>“Goods and Services in My Community” Lesson (“Our Special Location,” Module 4)</p> <p>“How Producers Create a Good or Service” Lesson (“Meeting Needs and Wants,” Module 4)</p>
Econ2.c: Firm/business behavior and costs of production	SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.	<p>“Goods and Services in My Community” Lesson (“Our Special Location,” Module 4)</p> <p>“Goods Near and Far” Lesson (“Our Special Location,” Module 4)</p> <p>“How Producers Create a Good or Service” Lesson (“Meeting Needs and Wants,” Module 4)</p>

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Econ3.a: Economic indicators	SS.Econ3.a.1 Identify the cost of everyday goods (e.g.,	“How Producers Create a Good or Service” Lesson (“Meeting Needs and Wants,” Module

	milk, bread, fruit, vegetables, cheese).	4)
Econ3.b: Money	SS.Econ3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save.	<p>“Making Tough Choices!” Lesson (“Meeting Needs and Wants,” Module 2)</p> <p>“Debriefing Tough Choices” Lesson (“Meeting Needs and Wants,” Module 2)</p> <p>“Earning and Saving” Lesson (“Meeting Needs and Wants,” Module 3)</p> <p>“Evaluating Benefits and Costs” Lesson (“Meeting Needs and Wants,” Module 3)</p>
Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).		
Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Econ4.a: Economic systems and allocation of resources	SS.Econ4.a.2 Hypothesize how a good gets to the local community market.	<p>“Goods and Services in My Community” Lesson (“Our Special Location,” Module 4)</p> <p>“Goods Near and Far” Lesson (“Our Special Location,” Module 4)</p>
Econ4.b: Institutions	SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.	“Librarian Case Study” Lesson (“Meeting Needs and Wants,” Module 4)
Econ4.c: Role of government	SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.	“A Closer Look at Productive Resources” Lesson (“Meeting Needs and Wants,” Module 4)
Econ4.d: Impact of government interventions	SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).	“Evaluating Benefits and Costs” Lesson (“Meeting Needs and Wants,” Module 3)
Econ4.e: Specialization, trade, and interdependence	SS.Econ4.e.2 Investigate how people can benefit themselves and others by	“Goods Near and Far” Lesson (“Our Special Location,” Module 4)

	developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.	“Reflecting on Community Needs and Wants” Lesson (“Our Special Location,” Module 4)
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Geography K-2

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Geog1.a: Tools of geography	SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.	<p>“All Kinds of Maps” Lesson (“Our Special Location,” Module 2)</p> <p>“Our Geography” Lesson (“Our Changing Landscape,” Module 2)</p>
Geog1.b: Spatial thinking (map interpretation)	SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	<p>“Mapping our Location” Lesson (“Our Special Location,” Module 2)</p> <p>“Reading Map Symbols” Lesson (“Our Special Location,” Module 2)</p> <p>“Climate and Weather” Lesson (“Our Changing Landscape,” Module 2)</p> <p>“Landscapes Then and Now” Lesson (“Our Changing Landscape,” Module 2)</p>
Geog1.c: Mental mapping and maps from memory	SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.	<p>“Building a 3D Classroom Map” Lesson (“Navigating School,” Module 2)</p> <p>“Creating a Treasure Map” Lesson (“Our Special Location,” Module 2)</p> <p>“Our Geography” Lesson (“Our Changing Landscape,” Module 2)</p>

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Geog2.a: Population and place	SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.	“Types of Communities: Urban, Suburban, Rural” Lesson (“Our Special Location,” Module 4)

Geog2.b: Reasons people move	SS.Geog2.b.2 Explain why people have moved to and away from their community.	<p>“Synthesizing Findings and Drawing Conclusions” Lesson (“Our Special Location,” Module 5)</p> <p>Note: inquirED suggests a flex lesson in “Our Special Location,” Module 5 to further address this standard.</p>
Geog2.c: Impact of movement	SS.Geog2.c.2 Describe population changes in their community over time.	<p>“Hook- Creating a Community Model” Lesson (“Meeting Needs and Wants,” Module 1)</p> <p>Note: inquirED suggests a flex lesson in “Our Special Location,” Module 5 to further address this standard.</p>
Geog2d. Urbanization	SS.Geog2.d.1 Identify and explain differences between rural and urban areas.	<p>“Reflecting on Environment and Daily Life” Lesson (“Our Special Location,” Module 3)</p> <p>“Types of Communities: Urban, Suburban, Rural” Lesson (“Our Special Location,” Module 4)</p>

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
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?)	“Accessing Water in Different Environments” Lesson (“Our Changing Landscape,” Module 3)
Geog3.b: Networks	SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.	<p>“How Climate Shapes Ways of Life” Lesson (“Our Special Location,” Module 3)</p> <p>“Reflecting on Working Together for Community” Lesson (“Civic Engagement,” Module 4)</p>

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Geog4.a: Characteristics of place	SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe	<p>“Reflecting on Environment and Daily Life” Lesson (“Our Special Location,” Module 3)</p> <p>“Sensing Community” Lesson (“Our Special Location,” Module 5)</p>

	how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).	
Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.		
Geog5.a: Human environment interaction	SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.	"Modification Research" and "Reflecting on Modifications" Lessons ("Our Changing Landscape," Module 4)
Geog5.b: Interdependence	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.	"Identifying Natural Features" Lesson ("Our Special Location," Module 3) "Natural Resources" Lesson ("Our Changing Landscape," Module 2)

History K-2

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Hist1.a: Cause	SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.	"Lesson from History" Lesson ("Past, Present, and Future," Module 5) "Standing Up Against Unfair Rule- Part 1 & 2" Lesson ("Civic Engagement," Module 4)
Hist1.b: Effect	SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.	"Reflecting on the Industrial Revolution" Lesson ("Innovation," Module 4) "Comparing Past and Present for Women in Sports" Lesson ("Civic Engagement," Module 4) "Case Study: Passing of the Americans with Disabilities Act" Lesson ("Civic Engagement," Module 5)

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

Wisconsin Learning Priorities and Performance Indicators	Inquiry Journeys Evidence
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Hist2.a: Patterns stay the same over a period of time	SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.	<p>“Everything Has a Season” Lesson (“Past, Present, and Future,” Module 3)</p> <p>“Reflecting on Time and Wisdom” Lesson (“Past, Present, and Future,” Module 5)</p>
Hist2.b: Patterns change over a period of time	SS.Hist2.b.e Identify patterns of change to self, family, and community over time	<p>“Creating a Personal Timeline” Lesson (“Past, Present, and Future,” Module 4)</p> <p>“Innovations Over Time” Lesson (“Innovation,” Module 2)</p>
Hist2.c: Contextualization	SS.Hist2.c.e Explain how something happening outside of your home can affect your family.	<p>“Similar and Different” Lesson (“Families Near and Far,” Module 2)</p> <p>“Comparing and Contrasting Families” Lesson (“Families Near and Far,” Module 2)</p>
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.		
Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Hist3.a: Connections	SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.	“Learning from Stories Across Time” Lesson (“Past, Present, and Future,” Module 2)
Hist3.b: Perspective	SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.	<p>“Making Informed Decision” Lesson (“Civic Engagement,” Module 3)</p> <p>“Determining What Information is Valuable” Lesson (“Civic Engagement,” Module 3)</p> <p>“Reflecting on Making Fair and Informed Decisions” Lesson (“Civic Engagement,” Module 3)</p>
Hist3.c: Current implications	SS.Hist3.c.e Explain how something from the past can affect your life now.	<p>“Documenting My Story” Lesson (“Past, Present, and Future,” Module 2)</p> <p>“Creating a Personal Timeline” Lesson (“Past, Present, and Future,” Module 4)</p> <p>“Passing on our Wisdom” Lesson (“Past, Present, and Future,” Module 5)</p>
Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author’s point of view (Historical Methodology).		

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
Hist4.a: Historical context	SS.Hist4.a.e Describe the events that led to the creation of a primary source.	<p>“Investigating the Textile Mills” Lesson (“Innovation,” Module 4)</p> <p>“The Transcontinental Railroad” Lesson (“Innovation,” Module 4)</p>
Hist4.b: Intended audience	SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.	<p>“Making Informed Decision” Lesson (“Civic Engagement,” Module 3)</p> <p>“Determining What Information is Valuable” Lesson (“Civic Engagement,” Module 3)</p> <p>“Reflecting on Making Fair and Informed Decisions” Lesson (“Civic Engagement,” Module 3)</p> <p>“Analyzing a Legend as an Historical Source” Lesson (“Innovation,” Module 4)</p>
Hist4.c: Purpose	SS.Hist4.c.e Create one primary source about your life.	“Creating a Personal Timeline” Lesson (“Past, Present, and Future,” Module 4)
Hist4.d: Point of view (POV)	SS.Hist4.d.e Identify the POV of your own primary or secondary source.	<p>“Creating a Personal Timeline” Lesson (“Past, Present, and Future,” Module 4)</p> <p>“Timeline Feedback and Revision” Lesson (“Past, Present, and Future,” Module 4)</p>

Political Science K-2

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
PS1.a: Values and principles of American constitutional democracy	SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.	<p>“Reflecting on Norms Around School” Lesson (“Navigating Schools,” Module 2)</p> <p>“Considering the Consequences of our Actions” Lesson (“Navigating School, Module 4)</p> <p>“Rules and Laws” Lesson (“Civic Engagement,” Module 2)</p> <p>“Representing Community in Symbols” Lesson (“Our Special Location,” Module 5)</p>

PS1.b: Origins and 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.	<p>“Exploring Leadership Roles” Lesson (“Civic Engagement,” Module 2)</p> <p>Note: inquirED suggests a flex lesson in “Civic Engagement,” Module 2 to further address this standard.</p>
Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.		
Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
PS2.a: Civil rights and civil liberties	SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).	<p>“Reflecting on Norms Around School” Lesson (“Navigating Schools,” Module 2)</p> <p>“Considering the Consequences of our Actions” Lesson (“Navigating School, Module 4)</p> <p>“Rules and Laws” Lesson (“Civic Engagement,” Module 2)</p> <p>“Determining Fairness” Lesson (“Civic Engagement,” Module 2)</p> <p>“Reflecting on Key Concepts” Lesson (“Civic Engagement,” Module 2)</p>
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.	<p>“Case Study: Passing of the Americans with Disabilities Act” Lesson (“Civic Engagement,” Module 4)</p> <p>“Taking Action for Change” Lesson (“Civic Engagement,” Module 4)</p> <p>“Champion for Change” Lesson (“Civic Engagement,” Module 5)</p>
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 or 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).	<p>“Hook Activity- What a Citizen Can Do” Lesson (“Civic Engagement,” Module 1)</p> <p>“What It Means to Be a Leader” Lesson (“Civic Engagement,” Module 2)</p> <p>“Inspirational Kids Changing the World” Lesson (“Civic Engagement,” Module 4)</p> <p>“Be an Upstander, Not a Bystander” Lesson (“Civic Engagement,” Module 5)</p>

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
PS3.a: Political participation	SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.	<p>“Reflecting on Making Fair and Informed Decisions” Lesson (“Civic Engagement,” Module 3)</p> <p>“Sharing our Ideas and Opinions” Lesson (“Civic Engagement,” Module 3)</p> <p>“Practice with Respectful Discourse” Lesson (“Civic Engagement,” Module 3)</p> <p>“Reflecting on Working Together for Community” Lesson (“Civic Engagement,” Module 4)</p>
PS3.b: Linkage institutions	SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).	<p>“Determining What Information is Valuable” Lesson (“Civic Engagement,” Module 3)</p> <p>“Reflecting on Making Fair and Informed Decisions” Lesson (“Civic Engagement,” Module 3)</p>
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).	<p>“Rules and Laws” Lesson (“Civic Engagement,” Module 2)</p> <p>“Exploring Leadership Roles” Lesson (“Civic Engagement,” Module 2)</p> <p>“Reflecting on Key Concepts” Lesson (“Civic Engagement,” Module 2)</p> <p>“A Closer Look at Productive Resources” Lesson (“Meeting Needs and Wants,” Module 4)</p>
PS3.d: Public policy	SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.	<p>“Strategies for Problem-Solving” Lesson (“Navigating School,” Module 5)</p> <p>“Problem Solving Skits” Lesson (“Navigating School,” Module 5)</p> <p>“Being a Problem Solver” Lesson (“Navigating School,” Module 5)</p>

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

Wisconsin Learning Priorities and Performance Indicators		Inquiry Journeys Evidence
PS4.a: Argumentation	SS.PS4.a.e Compare and contrast perspectives on the same topic.	<p>“Communicating as a Team” Lesson (“My Team and Self,” Module 4)</p> <p>“Making Informed Decisions” Lesson (“Civic Engagement,” Module 3)</p>
PS4.b: Compromise, diplomacy, and consensus building	SS.PS4.b.2 Give an example of a compromise.	<p>“Communicating as a Team” Lesson (“My Team and Self,” Module 4)</p> <p>“Reflecting on Teamwork” Lesson (“My Team and Self,” Module 4)</p> <p>“Practice with Respectful Discourse” Lesson (“Civic Engagement,” Module 3)</p>